



Geography Long Term Plan – St Mary's CE Primary School

<u>Year Group</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Reception	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (ELG UTW ppc)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW ppc)</p> <p>Know some similarities and differences between contrasting environments, drawing on their experiences</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW pcc)</p> <p>Know London is a city and how this is different to where they live (link to Guy Fawkes)</p>		<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG UTW nw)</p> <p>Seasons - Aut, Winter, Spring Environmental walk</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; ELG (UTW. nw)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; ELG (UTW. nw)</p> <p>Think about pollution and</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG (UTW - pcc)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; ELG (UTW. nw)</p> <p>Seasons - summer</p>



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	<p>and what has been read in class. (UTW nw)</p> <p>Know my address talk about my home and where I live.</p> <p>Simple maps</p> <p>Describe their immediate environment (natural environments)</p>				<p>how to prevent this.</p>	<p>Different locations in England - My Town, A city, a coastal resort Hot and cold places Focus - India North Pole</p>
<p>Year 1</p>	<p><u>Local Area</u></p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Aerial photographs, recognise landmarks, Devise a simple map and use basic symbols</p> <p>Fieldwork around school/ High Crompton</p>		<p><u>Weather</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Locate UK on globe, map atlas to identify the UK countries and its countries, the characteristics of the 4 countries and Capital Cities in the UK and the surrounding seas</p>		<p><u>The location of hot and cold areas of the world</u></p> <p>Use globes, atlases and world maps.</p>	



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Year 2	Where in the World ? Use world maps, atlases and globes to identify the 7 continents and the 5 oceans Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Isle of Coll use basic geographical vocabulary to refer to: <ul style="list-style-type: none">• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.• key human features, including: city, town, village, farm, house, port, harbour and shop Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Mexico Focus on a small contrasting area (Tocuaro) and compare it to where we live (Oldham). Use basic geographical vocabulary to refer to: <ul style="list-style-type: none">• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.• key human features, including: city, town, village, farm, house, office, and shop
Year 3			Rivers Describe and understand key aspects of: <ul style="list-style-type: none">• physical geography, including: rivers and the water cycle. Name and locate within the United Kingdom key topographical features (rivers) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



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			<p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork Castleshaw to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Field visit to Castleshaw</p>
Year 4		<p>European Countries/Region of Spain (Catalonia)/ Region of UK (Greater Manchester)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) in Greater Manchester (region of NW England). Compare to Catalonia (region of a European country)</p>	



Geography Long Term Plan – St Mary’s CE Primary School

			<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country(Catalonia) Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	
<p>Year 5</p>	<p>Mountains, Volcanoes and Earthquakes Describe and understand key aspects of: physical geography, including: volcanoes, earthquakes and mountains</p> <p>human geography, including: types of settlement and land use,</p>	<p>Climate Zones and Biomes Describe and understand key aspects of: physical geography, including: mountains (world),climate zones, biomes and vegetation belts, and the water cycle</p>		<p>Regions of UK/Coasts</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>



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	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Field study : Crosby Beach</p> <p>Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
<p>Year 6</p>	<p>Rainforest/South America</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			<p>Where in the World?</p> <p>Revision and development of map skills. Where possible link to current news events in the world.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, (revisit from Autumn Term) Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geographical skills : Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>



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	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</p>		
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