Geography Long Term Plan

School Organisation

Pupils are currently organised within the following classes:

Class 1 EYFS – Nursery and Reception

Class 2 Year 1 and Year 2

Class 3 Year 3 and Year 4

Class 4 Year 5 and Year 6

EYFS Curriculum

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further

The curriculum across EYFS is based on the progression of skills from 2-5 years. Themes are adapted based on children's interests.

KS1 and KS2 Curriculum

Curriculum planning has been designed carefully to ensure that the curriculum in Key Stages 1 and 2 meets the expectations of the National Curriculum. Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through the school.

The curriculum across Key Stage 1 and 2 is planned across a 2-year cycle.

Medium Term Planning

Unit planning has developed over the years, following subject specific training. Unit plans support staff in their planning and teaching, ensuring that they are covering the National Curriculum objectives identified in the long-term planning.

GEOGRAPHY LONG TERM PLAN – EYFS (UtW)
Early Learning Goal: People, Culture, and Communities • Describe their immediate environment using observations, discussions, stories, non-fiction texts, and maps. • Identify similarities and differences between religious and cultural communities in the UK. • Compare life in the UK with life in other countries using stories, maps, and experiences

GEOGRAPHY LONG TERM PLAN – YEAR 1/2			
Cycle	**Autumn Term**	**Spring Term**	**Summer Term**
	LOCAL	**UK**	**WORLD**
A	**Castleside** Geographical skills and fieldwork (KS1) • 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 • 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 • 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 Human and physical geography (KS1) • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Weather in the UK** Geographical skills and fieldwork (KS1) • 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 • 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 Human and physical geography (KS1) • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Hot and Cold Places** Locational knowledge (KS1) • name and locate the world's 7 continents and 5 oceans Human and physical geography (KS1) • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork (KS1) • 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 • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
B	**Consett** Geographical skills and fieldwork (KS1) • 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 • 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 • 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 Human and physical geography (KS1) • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**The United Kingdom** Locational knowledge (KS1) • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork (KS1) • use world maps, atlases and globes to identify the United Kingdom and its countries • 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 Human and physical geography (KS1) • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Consett vs ??non-European area tbc??** Place knowledge (KS1) • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

GEOGRAPHY LONG TERM PLAN – YEAR 3/4			
Cycle	**Autumn Term**	**Spring Term**	**Summer Term**

	UK	Physical Geography	Europe
A	**UK Counties and Cities** Locational Knowledge • 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 Geographical skills and fieldwork • use the 8 points of a compass, 4- and 6-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 Human and physical geography • describe and understand key aspects of 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	**Rivers** Locational knowledge • 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 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 (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork 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.	**Europe** Locational knowledge • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (France, Italy, Norway, Netherlands) Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and physical geography • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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
B	**Human and physical features of the North East** Geographical skills and fieldwork • use the 8 points of a compass, 4- and 6-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 • use fieldwork 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 Locational Knowledge • 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 Human and physical geography • describe and understand key aspects of 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	**Mountains** Locational knowledge • 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 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 (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork 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.	**Compare Human and physical geography of region with North East** Place knowledge • understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.

GEOGRAPHY LONG TERM PLAN – YEAR 5/6			
Cycle	**Autumn Term**	**Spring Term**	**Summer Term**
	World Themes		
A	**Land use and Settlement**	**Trade**	**Food and Fair trade** <u>Human and physical geography</u> • describe and understand key aspects of physical geography, including: <u>climate zones, biomes and vegetation belts, rivers</u>, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including types of settlement and land use, <u>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u>
B	**The Amazon Rainforest** <u>Locational knowledge</u> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, • key physical and human characteristics, countries, and major cities <u>Place knowledge</u> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or <u>South America.</u> <u>Human and physical geography</u> • describe and understand key aspects of physical geography, including: <u>climate zones, biomes and vegetation belts, rivers,</u> mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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	**The Globe** <u>Human and physical geography</u> • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>Geographical skills and fieldwork</u> • use the 8 points of a compass, 4- and 6-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	**Climate Change**