

Geography

Long Term Plan

Foundation Stage

Autumn	<p>All About Me and Let's Celebrate! (Our families and others' families, Autumn, Diwali, Remembrance, Hanukkah, Christmas Nativity)</p> <p>Name and locate areas around our school setting and the grounds. Discuss their immediate environment using knowledge from observation and discussion: - name our school, - recognise and name the different areas and places in our school e.g., playground, hall, Secret Garden, etc. Name, locate and recognise features and places in Crawshawbooth: - on local area walk, locate different features such as road sign, trees, stream, grass/field, houses, bungalow, phone box, post box, shops, bus stop.</p>
Spring	<p>Lost in Space and People Who Help Us (Different environments, Spring, Easter)</p> <p>Recognise some environments that are different to the one in which they live.</p>
Summer	<p>Roots, Shoots and Muddy Boots and A long time ago (Maps, Fieldwork – immediate environment and other places, past and present)</p>

Key Stage ONE

	Even/Odd 2022 2024	Odd/Even 2023 2025	Additional Opportunities
Autumn	<p><u>Weather and Seasons</u> <u>Substantive</u> -Months of the year and seasons -Differences between the seasons -Features of different seasons -Clothing worn in different weather -Weather types in the UK -How the weather affects different jobs. <u>Disciplinary</u> -Ask and respond to geographical questions. <u>Enquiry Question</u> How is the weather different across the year?</p>	<p><u>Local Area</u> <u>Substantive</u> -Differences between urban and rural areas. -Features of our school grounds. -Features of our local area. -How to identify Ordnance Survey map symbols. -How to create a map of our local area. <u>Disciplinary</u> -Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, use appropriate geographical vocabulary. <u>Enquiry Question</u> What are the features of the local area?</p>	<p>*Fieldwork Agriculture Links – Farms – Location - Link to History Unit</p>

Spring	<p><u>Hot and Cold places</u> <u>Substantive</u> -Identifying hot and cold places. -Locating hot and cold places -Features of a hot or cold place -How animals adapt to a hot or cold place -How to pack for a hot or cold holiday.</p> <p><u>Disciplinary</u> -Observe and collect information and data from fieldwork, photos and aerial images, diagraphs, globes, atlases and simple maps and charts.</p> <p><u>Enquiry question</u> What makes places hot and cold and what are they like?</p>	<p><u>Africa</u> <u>Mugurameno* Village – Zambia</u> <u>Substantive</u> -Locating Zambia on a map. -Exploring physical and human features. -Locating the village Mugurameno. -Finding out how the river is used in the village. -Looking at the villagers’ houses. -Comparing our life with that of the villagers.</p> <p><u>Disciplinary</u> -Express their own views about the people, places and environments studied</p> <p><u>Enquiry question</u> What is the difference between our life in Crawshawbooth and the life of those in Mugurameno Village?</p>	Link to Farming in Zambia
Summer	<p><u>United Kingdom</u> <u>Substantive</u> -The location of the four countries. - The four capitals and surrounding areas. -Human and physical features of the UK. -Human and physical features of the capital cities. -Sharing our understanding of the UK.</p> <p><u>Disciplinary</u> -Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and through writing, use appropriate geographical vocabulary.</p> <p><u>Enquiry question</u> What do we know about the UK and its features?</p>	<p><u>Continents and Oceans</u> <u>Substantive</u> -Understanding where I am in the world. -Locating the seven continents. -Locating the five oceans. -Human features of the continents. -Physical features of the continents.</p> <p><u>Disciplinary</u> -Understand that geographers learn about the world by observing and collecting data and information.</p> <p><u>Enquiry question</u> How are places around the world different including some of their human and physical features?</p>	
Lower Key Stage TWO			
	Even/Odd	Odd/Even	
Autumn	<p><u>Climate Zones</u> <u>Substantive</u> -Identify the different lines of latitude and explain how latitude is linked to climate.</p>	<p><u>Food and Farming</u> <i>Human and Environmental issues involved in food production, trade and distribution</i> <u>Substantive</u> -Where some common foodstuffs come from</p>	

	<ul style="list-style-type: none"> -Locate different climate zones (dry, tropical, polar, temperate and continental) and explore the differences between the Northern and Southern Hemispheres. -Compare temperate and tropical climates. -Identify the characteristics of each climate zone. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> -Use a wider range of maps, atlases, and globes to locate the northern and southern hemispheres. -Ask searching question e.g. How are different climate zones characterised? -Describe geographical patterns. -Communicate geographical information through a range of methods such as maps, graphs and presentations. -Use multi-media software to explain geographical features. <p><u>Enquiry Question</u></p> <p>Why does a place's location in the world affect its climate?</p>	<ul style="list-style-type: none"> -Some of the processes involved in food production, trade and distribution -Some of the human and environmental issues involved in food production, trade and distribution. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> -Ask and respond to geographical questions using evidence to support answers -Observe and collect information from maps and photographs -Communicate geographical information using appropriate vocabulary -Express their own views about people and places, giving reasons <p><u>Enquiry question</u></p> <p>Where does our food come from?</p>	
Spring	<p><u>North America</u></p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> -Locate North America on a world map and explore the landscape. -Identify countries within North America and states within the USA. -Explore the physical geography of the Rockies. -Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. -Compare the landscapes of different US states. -Compare New York State, New York City and where I live. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Describe and understand key aspects of physical geography of North America, including climate zones, rivers, surrounding oceans and mountains. - Describe and understand key aspects of: human geography in North America, including types of settlement and land use. 	<p><u>Rainforests</u></p> <p><i>To learn about the world's rainforests and their key features</i></p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> -To understand what a rainforest is and where they can be found -To know the four different layers of a rainforest -To know features of a rainforest -To understand the characteristics of the Congo -To understand the impact of deforestation <ul style="list-style-type: none"> -Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> -Use atlases to locate the world's rainforests -To use geography in the news – online reports and websites -To recognise patterns on maps and begin to explain what they show -To make comparisons with their own lives and their own situation <p><u>Enquiry question</u></p> <p>What is the significance of the world's rainforests?</p>	

	<p>- Express an opinion and personal views about particular likes and dislikes of specific geographical features.</p> <p><u>Enquiry Question</u> Where is North America and what is it like?</p>		
Summer	<p><u>Local Area – Crawshawbooth</u> <i>The physical and human features of our local area</i></p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> -Locating Europe, England, Lancashire and Crawshawbooth on an aerial map. -Human (rivers, mountains, climate zones) and physical features (types of settlement, land use) in England/Lancashire and Crawshawbooth. -Exploring how the local area has changed. -Explore how the local area could change in the future and the impact of this. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> -Use maps at more than one scale. -Use simple route maps for Crawshawbooth to follow on a local walk. -Link features on maps to photos and aerial views. -Use four compass points. -Make links between features observed in the environment to those on maps and aerial photos. -Observe, record the human and physical features in Crawshawbooth. <ul style="list-style-type: none"> -Identify and describe geographical features, processes (changes) and patterns. -Communicate geographical information through a range of methods e.g. photos and maps. -Express opinions and personal views about what they like and don't like about specific geographical features and situations. <p><u>Enquiry question</u> How has our local area changed over time?</p>	<p><u>Rivers</u> <i>Link to Egypt the River Nile</i></p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> -Describe the water cycle, explain what a river is and locate the river Nile on a map. -Describe how the Nile plays a critical role in Africa. -Identify the stages and features of a river, and the way that land use changes from the source to the mouth (tributary and source). -Recognise how human activity affects rivers and how humans utilise the Nile for farming, tourism, transport and trade. -Recognise and explain how flooding affects communities. <p><u>Disciplinary</u></p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate rivers. -Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating rivers. -Show increasing empathy and describe how the Nile impacts communities who rely on it. -Use geographical language relating to the physical and human processes detailed in the PoS e.g., tributary and source when learning about rivers. <p><u>Enquiry Question</u> What are the features of rivers and how does the river Nile impact local people and communities?</p>	<p><u>Local Area - Crawshawbooth</u> Walk around Crawshawbooth Using fieldwork to observe, measure and record a range of data on the human and physical features</p>
Upper Key Stage TWO			
	Even/Odd	Odd/Even	
Autumn	<p><u>Mountains</u> <i>Whilst learning about mountains in the UK and the Seven Summits, we will discover more about life in the mountains.</i></p>	<p><u>World Trade</u> <i>To learn about trade by understanding the process, places and issues involved in a global supply chain.</i></p>	<p>Locate seven summits of a map</p> <p>Scaling/modelling - heights, contours, conversions</p>

	<p style="text-align: center;"><u>Substantive</u></p> <ul style="list-style-type: none"> -To know what a mountain is. -To know the features of a mountain. -How mountains are formed. -What the climate is like on mountains. -The UK and world's highest mountains. -To understand the importance of the Himalayas. <p style="text-align: center;"><u>Disciplinary</u></p> <p style="text-align: center;">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p style="text-align: center;"><u>Enquiry question</u></p> <p style="text-align: center;">Why do we have mountains and what are they like?</p>	<p style="text-align: center;"><u>Substantive</u></p> <ul style="list-style-type: none"> -To explore some reasons for trade in various parts of the world. -To investigate global trade processes and trade routes, understanding what imports and exports are. -To know how a global supply chain works. <p style="text-align: center;"><u>Disciplinary</u></p> <p style="text-align: center;">Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major industries, imports and exports.</p> <p style="text-align: center;"><u>Enquiry question</u></p> <p style="text-align: center;">Why do people trade?</p>	
Spring	<p style="text-align: center;"><u>Volcanoes</u></p> <p style="text-align: center;"><i>To learn about the world's volcanoes (formation and features) and understanding the positives and negatives of living near one.</i></p> <p style="text-align: center;"><u>Substantive</u></p> <ul style="list-style-type: none"> -To consider the structure of the Earth and how this can create a volcano. -Identify the features of a volcano. -To know some of the famous volcanoes and the effects of these. -Learn about living near a volcano, including the dangers and how people stay safe. <p style="text-align: center;"><u>Disciplinary</u></p> <p style="text-align: center;">Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.</p> <p style="text-align: center;">Use maps, atlases, globes, Google Maps and Google Earth to locate volcanoes (in relation to tectonic plates).</p> <p style="text-align: center;">Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p style="text-align: center;"><u>Enquiry question</u></p> <p style="text-align: center;">Would you live near a volcano?</p>	<p style="text-align: center;"><u>Manchester (Local Region)</u></p> <p style="text-align: center;"><i>To learn about our local city; how it has changed over time and looking at land use and economy, whilst comparing it to Crawshawbooth.</i></p> <p style="text-align: center;"><u>Substantive</u></p> <ul style="list-style-type: none"> -Describe and explain how some areas in the UK have developed and changed over time, and why certain locations are more favourable than others. - Understand what economy is and what impact it has. - Compare land use between Manchester and Crawshawbooth. - Discuss population changes of local areas, including Manchester and Crawshawbooth. <p style="text-align: center;"><u>Disciplinary</u></p> <p style="text-align: center;">Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time.</p> <p style="text-align: center;">Create detailed maps and label physical features.</p> <p style="text-align: center;"><u>Enquiry question</u></p> <p style="text-align: center;">Why do people go to Manchester?</p>	<p style="text-align: center;">Fieldwork opportunities</p> <p style="text-align: center;">Use of Maps – online, paper and atlas use</p> <p style="text-align: center;">Aerial photographs</p> <p style="text-align: center;">Longitude and latitude</p> <p style="text-align: center;">OS Map and symbols</p>
Summer	<p><u>Greece (European Region)</u></p>	<p><u>United Kingdom</u></p>	<p style="text-align: center;">Fieldwork opportunities</p> <p style="text-align: center;">Use of Maps</p>

	<p><i>To understand what Greece is like for tourists, migrants, and citizens.</i></p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> - To learn about different countries of Europe, the E.U. and why people from other countries outside of Europe leave their homes to move to Europe E.g. economic migrant, refugee. - To understand the landscape of Greece. - To know what attracts visitors to Europe. <p><u>Disciplinary</u></p> <p>To use maps to find locations of Europe, places in Europe and places outside of Europe and possible routes to arrive at southern Europe I.e. Greece.</p> <p><u>Enquiry question</u></p> <p>Why do different people go to Greece?</p>	<p><i>Looking at how we produce energy as a country whilst also considering the impacts of these methods.</i></p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> - To identify the physical characteristics of the UK - To learn about different types of renewable energy: wind power, solar etc. - To find out how energy is harnessed in different regions of the U.K. to create energy for us to use. - Evaluate the advantages and disadvantages of wind energy. <p><u>Disciplinary</u></p> <p>To look at maps, physical locations to identify locations where renewable energy is gathered.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Enquiry question</u></p> <p>How are different areas of the U.K. used in industry?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use of google Earth/street view</p>
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Human and physical geography
Locational knowledge
Place knowledge