



# Geography Strands:

Strand 1: Locational Knowledge

Strand 2: Place Knowledge (Doesn't feature in Y3&6)

Strand 3: Human and Physical Geography

Strand 4: Geographical Skills and Field work

## Geography Long Term Plan

- Each area **must** be covered in that term.
- Where possible it should link to topic or have cross curricular links.
- Children should be given opportunity to use geographical skills

### EYFS - understanding of the world

- People and Communities
- The World
- Technology

### Key Skills:

- Locate, name, identify
- Understand similarities and differences
- Identify patterns
- Use maps and simple compasses
- Observation

Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Link to NEMESIS		Topic:		Topic:		Topic:
Strand 1 - Local Knowledge:	Strand 4: Field Work			Strand 2: Place Knowledge		Strand 3: Human and Physical Geography
Local Geographic						

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- Observation

## Year 1/2

Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Link to NEMESIS</p> <p>Strand 4 - Fieldwork:</p> <p>Describe the location of features and routes on maps.</p> <p>Devise simple picture maps (e.g. school grounds)</p> <p>Use photographs to recognise landmarks and basic human and physical features <b>(in the UK)</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p><b>Topic: Around the world</b></p> <p><b>Fur, skin and feathers</b></p> <p><b>Strand 1: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name some local towns</li> <li>• Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas</li> <li>• Locate local towns on a simple map (where do we live in UK?)</li> </ul> <p><b>Y2:</b> Name and locate the world's seven continents and five oceans</p>		<p><b>Topic: Towers, Tunnels and Turrets</b></p> <p><b>Strand 2: Place Knowledge</b></p> <p>Distinguish between human and physical features of a small area (e.g. the school) and provide examples</p> <p><b>Y2:</b> Understand geographical similarities and differences of human and physical geography of Whiteley and a small area in a non-European country</p>		<p><b>Topic: Land Ahoy</b></p> <p><b>Great Fire of London</b></p> <p><b>Strand 3: Human and Physical Geography</b></p> <p>Identify basic seasonal weather patterns in the UK</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them)</p> <p>Use basic Geographical vocabulary to describe physical features of the school, grounds and surrounding environment</p> <p><b>Y2</b> Identify daily weather patterns in the <b>UK</b></p> <p>Identify the location of hot and cold areas of the world in relation to the North and South poles.</p>	

## YEAR 1 END OF YEAR GEOGRAPHY STATEMENTS

- Talk about natural and human features of localities and discuss similarities and differences between their local area and another locality.
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- Identify seasonal and daily weather patterns in the United Kingdom
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, using maps, atlases and globes.
- Ask and answer questions by observing and using resources given to them
- Can produce simple maps and plans of their local environment and fictional places.

## YEAR 2 END OF YEAR GEOGRAPHY STATEMENTS:

- Uses and understands geographical vocabulary and equipment
- Makes and uses plans and maps using symbols and keys
- Understands human and physical influences on the environment
- Can name and locate the world's seven continents and five oceans
- Can identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles

# Geography Long Term Plan

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## Key Skills:

- Locate
- Identify
- Understanding similarities and differences
- Describe key aspects
- Use the 8 points of a compass
- Use fieldwork

## Year 3

Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Link to NEMESIS	<b>Topic: This City is Ours</b>		<b>Topic: Fantastic Mr Fox</b>		<b>Topic: Victorians</b>	
Strand 4 - Fieldwork:	Strand 1: Locational Knowledge		Strand 3: Human and Physical Geography		Strand 4: Geographical Skills and Field work	
Features using geographical vocabulary	Name and locate countries, cities and main geographical regions of the <b>UK</b> (link to Romans) Describe the key human & physical features locations e.g. topography, land use patterns		Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns Describe features studied using geographical vocabulary		Learn the eight points of a compass, Use maps, atlases, globes and digital/computer mapping to locate countries Describe features studied using geographical vocabulary	
Observe measure and record features in the local area	Understand how land use changes over time				Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans	

### YEAR 3 END OF YEAR GEOGRAPHY STATEMENTS:

- Uses and understands geographical vocabulary and equipment
- Makes and uses plans and maps using symbols and keys
- Understands human and physical influences on the environment (e.g. weather/traffic)

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## Year 4

Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Link to NEMESIS	<b>Topic: Survival</b>		<b>Topic: Going Green</b>		<b>Topic: The Perilous Plague</b>	
Strand 4 - Fieldwork:	<b>Strand 3: Human and Physical Geography</b>		<b>Strand 1: Locational Knowledge</b>		<b>Strand 2: Place Knowledge - Doesn't</b>	
Observe, measure and record human and physical features in the local area	Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts</b>		Locate the worlds countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.		<b>features in Year 3 &amp; 6</b>	
Build knowledge of UK and wider world	Describe and understand key aspects of physical geography including volcanoes and earthquakes. Describe how the local area has changed over time Name and describe types of settlements in modern Britain and their characteristics: <b>villages, towns, cities</b>		Identify the position and significance of <b>Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</b>		Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom	

#### YEAR 4 END OF YEAR GEOGRAPHY STATEMENTS:

- Uses and understands geographical vocabulary
- Makes and uses plans and maps using symbols and keys
- I can use 8 points of a compass
- I can locate countries in Europe
- Understands human and physical influences on the environment

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## Key Skills:

- Locate
- Identify
- Understanding similarities and differences
- Describe key aspects
- Use the 8 points of a compass
- Use fieldwork

## Year 5

Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Link to NEMESIS</p> <p>Strand 4 - Fieldwork:</p> <ul style="list-style-type: none"> <li>Build knowledge of UK past and present</li> <li>8 points of a compass</li> <li>4 figure grid references</li> </ul>	<p>Topic: Stargazers</p> <p>Strand 2: Place Knowledge - Doesn't features in Year 3 &amp; 6</p> <ul style="list-style-type: none"> <li>Compare a region in UK with a region in N. America with significant differences and similarities</li> </ul>		<p>Topic: Elizabethan era</p> <p>Strand 3: Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including <b>coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</b></li> <li>Describe and understand key aspects of human geography including trade, fair/unfair distribution of resources</li> </ul>		<p>Topic: Vikings</p> <p>Strand 1: Locational Knowledge</p> <ul style="list-style-type: none"> <li>Locate North America. Locate and name principal cities.</li> <li>Locate countries within Europe. Environmental regions, key physical and human characteristics, countries and other major cities.</li> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian. <b>Linking with science</b>, time zones, night and day.</li> </ul>	

## YEAR 5 END OF YEAR GEOGRAPHY STATEMENTS:

- Use maps and digital computer mapping to locate places in the UK and the world.
- Understand that continents are made up of different countries.
- Is able to use plans and maps using symbols and keys at a range of scales.
- Recognises that human and physical influences on the environment can improve or damage it.
- Is beginning to use grid referencing and compass directions accurately.

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## Year 6

Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Link to NEMESIS Strand 4 - Fieldwork:</p> <p>Expand map skills</p> <p>Analyse statistics</p> <p>6 figure grid references</p>	<p><b>Topic: The Ocean in our Hands</b></p> <p><b>Strand 1: Locational Knowledge</b> On world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>		<p><b>Topic: World War Two</b></p> <p><b>Strand 4: Geographical Skills and Field work</b> Expand map skills to include non-UK countries Analyse statistics to gain insight into locational characteristics (minerals, natural resources) Extend to 6 figure grid references with teaching of latitude and longitude</p>		<p><b>Topic: What makes me, me?</b></p> <p><b>Strand 3: Human and Physical Geography</b> Describe and understand key aspects of: physical geography including mountains Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Describe and understand key aspects of distribution of natural resources focussing on energy, minerals etc (Bountiful Earth?)</p>	

## YEAR 6 END OF YEAR GEOGRAPHY STATEMENTS:

- Can understand geographical terms such as latitude, longitude, land use, Equator, hemispheres and time zones.
- Can use 4 and 6 figure grid references on maps.
- Can use fieldwork to record and explain similarities and differences in areas

# Geography- Willow Tree Academy

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	What makes me a me?	Why do the leaves fall off the trees?	What are your future aspirations?	How does your garden grow?	What makes a happy ending?	What's special about where we live?
<b>Y1</b>	What a wonderful World	What a wonderful World	Food Glorious Food (Fair Trade)	Food Glorious Food (Fair Trade)	Great Fire of London	Great Fire of London
<b>Y2</b>			Towers, tunnels and turrets	Towers, tunnels and turrets	Land Ahoy! Seaside	Land Ahoy! Seaside
<b>Y3</b>	Steel City	Steel City	Fantastic Mr Fox - Landuse and Farming	Fantastic Mr Fox Landuse and Farming		
<b>Y4</b>	Go Green	Go Green	Man or myth	Man or myth		
<b>Y5</b>	What a performance - Shakespeare	What a performance - Shakespeare				
<b>Y6</b>	Coastal Invasions	Coastal Invasions	How does War change lives	How does War change lives		

	Location Knowledge
	Human and physical Knowledge