

Geography Long Term Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery <i>Understanding the World</i>		Changes over time: What's happening? - woods - weather - hot and cold Learning through books, songs, discussions and play				Holidays Where have you been on holiday? understanding the world (know there are different countries in the world) Learning through books, songs, discussions and play
Reception <i>Understanding the World</i>	Know about the world around them and notice differences. Know the difference between man-made vs. natural Key Skills: Talks about or responds to what they are seeing or experiencing in the natural world. -Able to share things they know about, including the places which are familiar to them (park/shops/school) -Responds to experiences and explorations of why things happen and how things work in the natural and man-made world -Looks closely at similarities, differences, patterns and change in own environment (including weather and seasons) and that of others. -Knows about similarities and differences in relation to places.					
	All about me: Fieldwork – What is our school environment and local area like? Looking at the local area, woodlands & maps - transport (Worse Road, shops & building) - transport (train track)	- transport (airport)	- transport (cars & garage)	- transport (boats)		Africa Contrasting localities understanding the world

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<p>Year 1</p>	<p>What is outside your window?</p> <p>A study on Wrose, our local area</p>		<p>Whereabouts in the world do I live?</p> <p>The United Kingdom</p>		<p>Why is London our capital city?</p> <p>A case study on London</p>	
<p>Year 2</p>	<p>Would you rather live in Bradford or Sydney?</p> <p>Australia – A comparison with the United Kingdom</p>		<p>What is the difference between the North and the South Pole?</p> <p>Poles Apart-comparing and contrasting the Arctic and Antarctica</p>		<p>What can you see at the seaside?</p> <p>The British seaside and a Filey case study</p>	
<p>Year 3</p>	<p>Why does it rain?</p> <p>Water, weather and climate</p>		<p>What is a natural disaster?</p> <p>Moving Earth – earthquakes and volcanoes</p>		<p>How is a city different to a village?</p> <p>Villages, Towns and Cities with a focus on the Dales</p>	
<p>Year 4</p>	<p>How have rivers and mountains shaped the world that we live in?</p> <p>Rivers and</p>		<p>Why is the Mediterranean a popular holiday destination?</p> <p>Countries in the</p>		<p>What is a slum?</p> <p>Slums</p>	

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	Mountains – Ingleborough Residential		Mediterranean with a case study on one			
Year 5	<p>The earth's biomes are fragile environments. To what extent do you agree?</p> <p>Biomes</p>		<p>How is climate change affecting our world and how can we help?</p> <p>Climate change Including energy and sustainability</p>		<p>America is enormous compared to the UK. In what other ways is it different?</p> <p>America – comparison between a region in the UK and a region in North America</p>	
Year 6	<p>Why is fieldwork so important to make a good Geographer?</p> <p>Local Fieldwork</p>		<p>How important is globalization and how does it impact trade?</p> <p>Global traders</p>		<p>Why do people migrate?</p> <p>Migration</p>	

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On-going skills taught in:

Key Stage 1	<p>Identify seasonal and daily weather patterns.</p> <p>4 countries & capitals of the UK comparing places.</p> <p>7 continents & 5 oceans</p> <p>Locating places of interest on maps, globes and atlases. - Say where it is in relation to the equator and poles and use this to help guess what the weather would be like.</p> <p>Use 4 compass directions and locational language (Scotland is to the north of us)</p> <p>Directional language (far/ near)</p> <p>Exploring and familiarising with maps/ globes and atlases.</p>
Lower Key Stage 2	<p>Continue to identify continents of countries of interest and their surrounding oceans.</p> <p>Continue to use the 8 points of a compass.</p> <p>Locate places of interest on a map/globe/ atlas, saying where it is in relation to: The hemispheres The equator Arctic & Antarctic circles - Say what time it is there now to allow children to recognise time zones.</p> <p>Name and locate counties, cities, rivers and mountains of the UK.</p> <p>Locate the equator and the tropics.</p>

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	<p>- Describe the climate in the tropics</p> <p>Talk about the difference between weather and climate in relation to countries of interest. (Earth has 7 climate zones: polar, sub-polar, temperate, tropical, sub-tropical, equatorial, sub-equatorial.)</p> <p>Use 4 figure grid references, map symbols and keys</p>
<p>Upper key stage 2</p>	<p>Continue to identify continents of countries of interest and their surrounding oceans.</p> <p>Continue to use the 8 points of a compass.</p> <p>Locate places of interest on a map/globe/ atlas, saying where it is in relation to: The hemispheres The equator Arctic & Antarctic circles - Say what time it is there now and talk about the Prime Meridian and lines of longitude Name and locate counties, cities, rivers and mountains of the UK.</p> <p>Locate the equator, the tropics and Arctic circle and talk about lines of latitude.</p> <p>Say which climate zone places of interest are in (Earth has 7 climate zones: polar, sub-polar, temperate, tropical, sub-tropical, equatorial, sub-equatorial.)</p> <p>Say which biomes are in a country of interest. (tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah, marine, fresh water, ice)</p> <p>Use 6 figure grid references, map symbols and keys</p>