

Geography Long Term Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b> <i>Understanding the World</i>		<p><b>Changes over time:</b> <b>What's happening?</b></p> <ul style="list-style-type: none"> <li>- woods</li> <li>- weather</li> <li>- hot and cold</li> </ul> <p>Learning through books, songs, discussions and play</p>				<p><b>Holidays</b> <b>Where have you been on holiday?</b></p> <p>understanding the world (know there are different countries in the world)</p> <p>Learning through books, songs, discussions and play</p>
<b>Reception</b> <i>Understanding the World</i>	<p>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.</p>					
	<p><b>All about me:</b>            Fieldwork – What is our school environment and local area like?            Looking at the local area, woodlands &amp; maps            - transport (Worse Road, shops &amp; building)            - transport (train track)</p>	- transport (airport)	- transport (cars & garage)	- transport (boats)		<p><b>Africa</b>            Contrasting localities understanding the world</p>

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

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

## Geography Long Term Plan 2021-2022

### On-going skills taught in:

<b>Key Stage 1</b>	<p>Identify seasonal and daily weather patterns.</p> <p>4 countries &amp; capitals of the UK comparing places.</p> <p>7 continents &amp; 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>
<b>Lower Key Stage 2</b>	<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 &amp; 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><b>Upper key stage 2</b></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 &amp; 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>