



Rotation A

Geography Long Term Plan

3 Class Scenario (September 2021 – July 2022)

	Autumn	Spring	Summer
YR/1	<p>What is my place like?</p> <p><u>EYFS</u> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><u>Year 1</u> -Use simple observational skills to study the geography of school and grounds (human and physical features) -Use 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.</p>	<p>What can I find?</p> <p><u>EYFS</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><u>Year 1</u> - Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.</p>	<p>What is my country like?</p> <p><u>EYFS</u> -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</p> <p><u>Year 1</u> -Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.</p>
Y2/3/4	<p>Local Geography Year specific knowledge taught explicitly. <u>Year 2</u> What is my place like? -Develop knowledge about their locality -Identify basic physical and human geographical features in the local area -Use vocabulary relating to key human and physical features in the local area and the vocabulary of position and direction. -Use maps and atlases to understand where the UK is in the world, and where Ferryhill is in the UK. -Use aerial photographs to identify physical and human features. -Use fieldwork and observational skills to study the geography of the school and its</p>	<p>Our Country Year specific knowledge taught explicitly. <u>Year 2</u> What is my country like? -Name and identify the four countries of the UK and their capital cities, identify these on maps and atlases. -Use aerial photographs to identify key physical and human features. -Identify the UK on a globe and explore what seas are around it. -Identify some key physical features in all four nations and make simple comparisons, e.g. rivers and mountains. -Identify some key human features in all four nations and make simple comparisons, e.g. towns, cities and villages.</p>	<p>Our World Year specific knowledge taught explicitly. <u>Year 2</u> Why is my world wonderful? Use simple world maps, globes and atlases to: -Name and locate the world's seven continents and five oceans. -Identify the equator and understand that it is hot. Have basic explorations of the impact on human geography, animals and people. -Identify that the poles are the places furthest away from the Equator and that they are the coldest places on Earth. -Describe oceans, continents, the Equator and poles in terms of their direction from the UK and how far away they are (near, far, very far, furthest).</p>

	<p>surrounds and to study the key human and physical features of the surrounding area. <u>Year 3 & 4</u> We've got it all! Why is the North East special? -Use maps (including Google Earth) and atlases to name and locate counties and cities in the North East. -Locate rivers and coastline including (physical features). -Explore human features along the North East Coastline and river banks including types of settlement and land use. -Use four figured grid references and map symbols and keys. -Use the four points of the compass.</p>	<p>-Begin to use compass directions (North, South, East and West). <u>Year 3 & 4</u> UK Discovery: Is the UK the same everywhere? Use maps (including Google Earth) to: -Name and locate counties and cities in the United Kingdom. -Explore similarities and differences between physical features, for example the mountain ranges / hilly regions of the UK. -Compare and contrast a selection of UK cities (possibly the capitals to link to Y2 work). -Use old maps to explore how cities have changed over time; explore if physical features have also changed. -Compare old and new maps to explore land use, such as farms and industry over time. -Compare old and new maps to explore how counties have changed over time.</p>	<p>-Link in with Y3 and 4 by exploring Italy. <u>Years 3 and 4</u> Why does Italy shake and roar? -Explore and describe where Italy is in the world using maps to find out about longitude, latitude, the Equator, Northern Hemisphere and Southern Hemisphere. -Identify the Bay of Naples using four (Y3) and six (Y4) digit grid references. -With reference to the Bay of Naples, describe and understand the key aspects of earthquakes and volcanoes. -Explore the human geography of the Bay of Naples and relate this to physical geography features.</p>
<p>Y5/6</p>	<p><u>Year 5 & 6</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 -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 -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><u>Year 5 & 6</u> I'm a Class 4 pupil, can you get me out of here? -use the eight points of a compass, four-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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p><u>Year 5 & 6</u> Why should the rainforests be important to us all? -Locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics. -Could include a focussed study of Brazil.</p>

