

Geography Long Term Plan



Geography in the Early Years

In Nursery and Reception, we begin to teach the skills children will need to access Geography within the National Curriculum. We immerse the children in rich learning experiences both inside and outside the classroom using a variety of resources. Fiction and non-fiction books, songs and maps together with sources from the internet are used to expand children's knowledge of places around the world. We use our school grounds to explore routes closer to home and experience seasonal changes first hand. Many geographical skills are found within the Understanding the World section of the Early Years Framework, with some also in The Natural World, PSED and Communication and Language.

Geography in Key Stage One and Key Stage Two

Geography in Key Stage One and Two is taught in half termly units of work. On our Subject Long Term Plan, learning is presented in a consistent manner as detailed below:

Autumn One
Location Knowledge: Local: Isleworth / Hounslow
Location Knowledge: UK: United Kingdom

Place Knowledge
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and Physical Geography
identify seasonal and daily weather patterns in the United Kingdom
use basic geographical vocabulary to refer to: key physical features, and key human features

Geographical Skills and Fieldwork
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

What is the geography of where I live?

Location Knowledge (space and scale): Isleworth and countries where they come from around the world, in relation to UK/Isleworth

Human and Physical Geography: school and local environment
Geographical skills: using maps, globes to find these countries (linked to ICT) Use directional language to describe the location of features and routes on a map- Near, far, left and right



Term Coverage
Geographical Location Focus



National Curriculum Focus



Unit Enquiry Question(s)



Unit Overview
Note: Any Enrichment Opportunity has been identified in purple

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	Autumn Term	Spring Term	Summer Term
<p>Year One</p>	<p>Autumn One</p> <p>Location Knowledge: Local: Isleworth / Hounslow Location Knowledge: UK: United Kingdom</p> <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and Physical Geography identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: key physical features, and key human features</p> <p>Geographical Skills and Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>What is the geography of where I live?</p> <p>Location Knowledge (space and scale): Isleworth and countries where they come from around the world, in relation to UK/Isleworth Human and Physical Geography: school and local environment Geographical skills: using maps, globes to find these countries (linked to ICT) Use directional language to describe the location of features and routes on a map- Near, far, left and right</p>	<p>Spring One</p> <p>Location Knowledge: UK: England and Scotland Location Knowledge: UK: United Kingdom</p> <p>Locational Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and Physical Geography use basic geographical vocabulary to refer to: key physical features, and key human features</p> <p>Geographical Skills and Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple 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>Where will you find castles, and why are they built there? How has society and environment changed?</p> <p>Location Knowledge (space and scale): United Kingdom (England, Northern Ireland, Scotland, Wales – borders and waters. In relation to school Human and Physical Geography: Where castles are found (in England, Ireland, Scotland and Wales), hills Geographical skills: using maps, globes to find castles and their surrounding area: Use directional language to describe the location of features and routes on a map- Near, far, left and right</p>	<p>Summer Two: Seaside</p> <p>Location Knowledge: UK: United Kingdom Location Knowledge: Worldwide: Compare New Zealand and a British seaside place</p> <p>Locational Knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Geography use basic geographical vocabulary to refer to: key physical features, and key human features identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical Skills and Fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>What are the names of the world's 5 main seas and 7 continents? How can you travel around the world? Why do we love being beside the seaside so much?</p> <p>Location Knowledge (space and scale): Names 5 seas and 7 continents (which continent borders which), New Zealand, British seaside place. In relation to UK Human and Physical Geography: New Zealand and ways of travel Geographical skills: using maps, globes to find these countries. Use directional language to describe the location of features and routes on a map- Near, far, left and right Place: compare New Zealand and a British seaside place</p>

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Year Two

Autumn Two

Location Knowledge: UK: United Kingdom

Locational Knowledge

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

identify seasonal and daily weather patterns in the United Kingdom

Human and Physical Geography

use basic geographical vocabulary to refer to: key physical features, and key human features

Geographical Skills and Fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

What is the United Kingdom?

Location Knowledge (space and scale): Where are some cities located in the United Kingdom?
What are the seas surrounding the United Kingdom? Shape of land and water. Which countries border countries.

Human and Physical Geography: What human and physical features are in the England? Land use and settlements

Geographical skills: Equator, north and south pole and hemisphere. Globes, maps atlases. Use directional language to describe the location of features and routes on a map- Near, far, left and right

Spring Two

Location Knowledge: UK: United Kingdom

Location Knowledge: Worldwide: Caribbean – North America

Locational Knowledge

name and locate the world's seven continents and five oceans

Place Knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to: key physical features, and key human features

Geographical Skills and Fieldwork

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

How has the Caribbean contributed to the life of the UK?

Location Knowledge (space and scale): The Caribbean. Shape of land and water. Countries and seas that border the Caribbean. In relation to UK

Human and Physical Geography: human and physical features of Caribbean and the seas surrounding them

Geographical skills Equator, north and south pole and hemisphere. Maps, globes, atlases direction. Use directional language to describe the location of features and routes on a map- Near, far, left and right

Summer Two

Location Knowledge: UK: Wales and Northern Ireland

Location Knowledge: Europe: The Republic of Ireland (ROI)

Locational Knowledge

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and Physical Geography

use basic geographical vocabulary to refer to: key physical features, and key human features

Geographical Skills and Fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

devise a simple map; and use and construct basic symbols in a key

How does the weather affect our lives?

Location Knowledge (space and scale): Oceans and continents

Human and Physical Geography: weather and physical features of land and seas

Geographical skills: Mapping describe the location of an object, map key and symbols continent or sea on a map using simple compass directions Equator, north and south pole and hemisphere. Maps, globes, atlases. Use simple compass directions (North, South, East, West) Maps and keys. Use simple grid reference (A1, B1)

Fieldwork: playground

Place knowledge: What are the similarities and differences between New Zealand/ Caribbean and the United Kingdom?

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Year Three

Autumn Two

Location Knowledge: UK: Skara Brea (Scotland) UK

Locational Knowledge

identify the position and significance of: Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place Knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and Physical Geography

describe and understand key aspects of: physical geography, and human geography

Geographical Skills and Fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

How has the environment helped humans to evolve?

Location Knowledge (space and scale): UK regions – Scotland
Shape of land/water and settlements and borders of Scotland.
Scotland in relation to UK Time zones (Greenwich meantime)
Hemispheres, North, south, east, west, equator,

Human and Physical Geography: mountains volcanoes, (linked to Science) human and physical features of Scotland. Scottish culture.
How do people live and work (population, food, culture) within the land?

Cause and effects, continuity and change, responsibilities, biomes

Fieldwork: Trip to Butser Ancient Farm

Spring One

Location Knowledge: UK: Hounslow

Location Knowledge: Europe: Greece

Locational Knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place Knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country

Human and Physical Geography

describe and understand key aspects of: physical geography, and human geography

Geographical Skills and Fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world

How did the Ancient Greeks influence the world?

Location Knowledge (space and scale): Where can Greece be located in the world? Land shape borders and seas. Shape/water of land and settlements. Borders to Greece
Relation to UK Time zones (Greenwich meantime) Hemispheres, North, south, east, west, equator,

Human and Physical Geography: What is Greek food and culture like? How do people live and work (population, food, culture) within the land? Cause and effects of humans, continuity and change, responsibilities mountains, volcanoes, (linked to Science)

Summer One

Location Knowledge: South America: Brazil

Locational Knowledge

locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
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)

Place Knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America

Human and Physical Geography

describe and understand key aspects of: physical geography, and human geography

Geographical Skills and Fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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 wider world

Can human impact on the environment be reversed?

Location Knowledge (space and scale): Where is Brazil? Shape of land/water and settlements are rainforests special areas and which areas of the world are they located?
Relation to UK tropic of cancer tropic of Capricorn Time zones (Greenwich meantime)

Human and Physical Geography: What is life like in the rainforest for animals and people? How do people live and work (population, food, culture) within the land?
Cause and effects of humans, continuity and change, responsibilities

Place knowledge: What are the similarities and differences between Brazil/ Greece and the United Kingdom?

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Year Four

<p>Autumn One <i>Location Knowledge: Africa: Egypt</i> <i>Location Knowledge: UK</i></p> <p><u>Locational Knowledge</u> <i>locate the world's countries, using, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p><u>Human and Physical Geography</u> <i>describe and understand key aspects of: physical geography (water cycle), and human geography</i></p> <p><u>Geographical Skills and Fieldwork</u> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</i></p> <p>What are the wonders of the world? Where is Egypt and what is the climate like? Why is the River Nile important? What have they built to stop the flooding?</p> <p>Location Knowledge (space and scale): Where is Egypt, continent, Africa, Shape of land/water and settlements and borders of Egypt/Africa. Egypt/Africa in relation to UK. Name and locate the capital and some of the major cities Introduce longitude and latitude. Looking at the place, then relation to its country, in relation to its continent and then globally. Using a variety of maps. Time zones – Greenwich meridian. Is there a time difference between Egypt/Africa, England? What are the topographical features? Is Egypt/Africa in the Northern or Southern hemisphere? Is it near or far from the equator? Recap and locate geographical regions (temperate, tropical and subtropical zones)</p> <p>Human and Physical Geography: Where is Egypt and what is the climate like? Why is the River Nile important? What have they built to stop the flooding? landmarks? Looking at settlements and land use over time. economic value like trade or any distributions of natural resources? How do people live and work (population food, culture) within the land? What are their natural inhabitants? What are the Biomes, vegetation? Are there any river or fresh water, mountains? Do they have earthquakes, volcanoes in or around Egypt/Africa? What is the weather like there? What are the seasons, climate and natural plants and inhabits? Introductions to the understanding of the water cycle (linked to Science) Cause and effects, continuity and change, responsibilities</p>	<p>Spring One <i>Location Knowledge: UK</i> <i>Location Knowledge: Europe: Italy</i></p> <p><u>Locational Knowledge</u> <i>locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p><u>Place Knowledge</u> <i>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</i></p> <p><u>Human and Physical Geography</u> <i>describe and understand key aspects of: physical geography, and human geography</i></p> <p><u>Geographical Skills and Fieldwork</u> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use the eight points of a compass, four figure grid references, to build their knowledge of the United Kingdom and the wider world</i></p> <p>What makes Europe distinctive?</p> <p>Location Knowledge (space and scale): boarding countries and seas, shape of land, locational significance, capital cities and major cities, including Russia. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, in relation to countries studied. The Prime/Greenwich Meridian and time zones (including day and night) differences between UK and other countries studied. Where are these countries in relation to the UK.</p> <p>Human and Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>physical geography</i>, 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 Cause and effects, continuity and change, responsibilities</p>	<p>Summer One: Mighty Romans <i>Location Knowledge: UK: Counties and major cities of the UK</i> <i>Location Knowledge: UK: Colchester</i> <i>Location Knowledge: Worldwide: Continents</i></p> <p><u>Locational Knowledge</u> <i>locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and land-use patterns; and understand how some of these aspects have changed over time</i> <i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p><u>Place Knowledge</u> <i>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</i></p> <p><u>Human and Physical Geography</u> <i>describe and understand key aspects of: physical geography, and human geography</i></p> <p><u>Geographical Skills and Fieldwork</u> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>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</i></p> <p>How has travel and roads changed over time?</p> <p>Location Knowledge (space and scale): where are Roman roads found in the UK. British Isle/ Great Britain/ UK and its Counties. Do you know where the Romans came from – Find it on the map and track them through to Colchester. Which Continents did the romans travel though before getting to Colchester? What do you know about these continents already? Recall facts. How land and water are shaped and formed and their patterns of Colchester What can you see about the shape? Looking at the place, then relation to its country, in relation to its continent and then globally. Looking at the place, then relation to its country, in relation to its continent and then globally.</p> <p>Human and Physical Geography: What types of settlement are there in the United Kingdom, are these settlements modern or ancient?</p>
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SPRING GROVE
PRIMARY SCHOOL

What are the features of a river biome?
What are the human geography of Colchester?
Are there any famous landmarks?
Looking at settlements and land use over time.
Has it been preserved (roads)? Explain
Is there or was there any economic value like trade or any
distributions of natural resources?
How do people live and work (population food, culture) within the
land?
What are the physical Roman features that have been left behind?
What are their natural inhabitants?
What are the Biomes, vegetation?
Are there any river or fresh water, mountains?
Do they have earthquakes, volcanoes in or around Colchester?
What is the weather like there?
What are the seasons, climate and natural plants and inhabits?
Cause and effects, continuity and change, responsibilities
Fieldwork: Local area/roman remains (Roman Verulamium, St
Albans)

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<h2>Year Five</h2>	<p>Autumn Two</p> <p>Location Knowledge: Africa: South Africa</p>	<p>Spring One</p> <p>Location Knowledge: UK: England (London-Hampton Court, Richmond)</p>	<p>Summer Two</p> <p>Location Knowledge: UK: England (Counties-River Thames)</p>
	<p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region of Africa</p> <p><u>Human and Physical Geography</u></p> <p>describe and understand key aspects of: physical geography (and the water cycle) and human geography</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-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</p> <p>use fieldwork to observe, measure, record and present 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>How does the geography of South Africa affect the land use?</p> <p>Where is South Africa?</p> <p>How does the climate in South Africa compare with the UK climate?</p> <p>How is the land used in South Africa?</p> <p>What is Fairtrade and how does it make a difference to people's lives?</p> <p>Location Knowledge (space and scale): Where is South Africa? Continent, bordering countries and seas. Name and locate the capital and some of its major cities. Do you know the names of any other African countries?</p> <p>How land and water are shaped and formed and their patterns of Africa. What can you see about the shape?</p> <p>Looking at the place, then relation to its country, in relation to its continent and then globally. Looking at the place, then relation to its country, in relation to its continent and then globally.</p> <p>Using a variety of maps</p> <p>Locate Africa on a map. Where is it? Where is that in relation to England? And in relation to us in Egypt?</p> <p>And in relation to us in Greece? Map Africa on an African map. Fair trade around the world</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>use maps, and digital/computer mapping to locate and describe features studied</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom</p> <p>Mapping: Hampton Court visit (study the history of maps: experience of looking at maps over hundreds of years old)</p>	<p><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u>Human and Physical Geography</u></p> <p>describe and understand key aspects of: physical geography (and the water cycle) and human geography</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate and describe features studied</p> <p>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present 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>How does water impacts life on world, both positively and negatively?</p> <p>What are the features of a river?</p> <p>Where are the features of the River Thames?</p> <p>What is the course of a river from source to mouth?</p> <p>What are the impacts of flooding in the UK?</p> <p>How does climate change affect the frequency of flooding?</p> <p>Location Knowledge (space and scale): Which continent is The River Thames in?</p> <p>Locate The River Thames and its surrounds areas.</p> <p>Locate the longest river in the UK and Europe / world/continents.</p> <p>Locate the various parts of a river.</p> <p>Locate major rivers in UK / Europe / Continents</p> <p>How land and water are shaped and formed and their patterns of rivers.</p> <p>What can you see about the shape?</p> <p>Looking at the place, then relation to its country, in relation to its continent and then globally.</p> <p>What other cities does the river flow through?</p> <p>Is there patterns to where rivers are.</p> <p>What is the purpose of a river?</p>
	<p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region of Africa</p> <p><u>Human and Physical Geography</u></p> <p>describe and understand key aspects of: physical geography (and the water cycle) and human geography</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present 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>Geographical Skills and Fieldwork</u></p> <p>use maps, and digital/computer mapping to locate and describe features studied</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom</p>	<p><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u>Human and Physical Geography</u></p> <p>describe and understand key aspects of: physical geography (and the water cycle) and human geography</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate and describe features studied</p> <p>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

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Name and locate the Tropic of Cancer and Capricorn and Equator and Northern and Southern Hemisphere.
Where is Africa between these lines?
Time zones – introduce Prime/ Greenwich meridian.
Is there a difference between Africa: Italy, Africa and Isleworth in England. What are the topographical features of Africa and surrounding areas?
Is Africa in the northern or southern hemisphere?
Is it near or far from the equator?
Fieldwork: Are there any famous landmarks? Looking at settlements and land use over time. Has it been preserved? Explain Is there or was there any economic value like trade or any distributions of natural resources including energy, food, minerals and water? How do people live and work (population food, culture) within the land?
What are the Biomes, vegetation? Are there any river or fresh water, mountains? Do they have earthquakes, volcanoes in or around Africa? Revisit the water cycle
What is the weather like there? What are the seasons, climate and natural plants and inhabits?
What is Fairtrade and how does it make a difference to people's lives? How does the climate in South Africa compare with the UK climate? How is the land used in South Africa?
Cause and effects, continuity and change, responsibilities

Fieldwork: [Sayers Croft Residential \(Local Area Study\)](#)

Human and physical geography: What are the features of a river? Where are the features of the River Thames? Are all rivers the same? What is the course of a river from source to mouth? What are the impacts of flooding in the UK/Europe and wider world? How does climate change affect the frequency of flooding? How can humans impact on climate change and flooding? What can we do to reduce the destruction of flooding? Looking at settlements and land use over time. Has it been preserved? Explain Is there or was there any economic value like trade or any distributions of natural resources **including energy, food, minerals and water**? How do people live and work (**population food, culture**) within the land? What are the **Biomes, vegetation**? What is the weather like there? What are the seasons, climate and natural plants and inhabits?
Fieldwork: [Thames Explorer \(River Thames Study\)](#)

Geography Long Term Plan



<h2>Year Six</h2>	<p>Autumn Two Location Knowledge: UK Location Knowledge: Europe ledge: Asia</p>	<p>Spring One Location Knowledge: UK Location Knowledge: North America</p>	<p>Summer One Location Knowledge: South America: Mexico Location Knowledge: UK</p>
	<p><u>Locational Knowledge</u> <i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</i></p> <p><u>Place Knowledge</u> <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</i></p> <p><u>Human and Physical Geography</u> <i>describe and understand key aspects of physical geography, and human geography</i></p> <p><u>Geographical Skills and Fieldwork</u> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use the eight points of a compass, four and six-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</i></p> <p>What European and other countries in the world were part of the Axis, Allies or Neutral during World War II? What are the effects of war on our world and lives? Where are the industrial towns, ports, and counties located in the United Kingdom?</p> <p>Location Knowledge (space and scale): Which Continent is England in? Which parts of England and the world did Hitler attack and why? Where are the industrial towns, ports, and counties located in the United Kingdom? Locate Axis, Allies and neutral (Japan) and its surrounds seas and bordering countries. Name and locate the capital and the 5 major Axis, Allies and neutral (Japan). How land and water are shaped and formed and their patterns. What can you see about the shape? Looking at the place, then relation to its country, in relation to its continent and then globally. Using a variety of maps Locate Axis, Allies and neutral (Japan) Where are they? Where is that in relation to England? Time zones – introduce Prime/ Greenwich meridian. Is there are difference between Axis, Allies and neutral (Japan) and England</p>	<p><u>Locational Knowledge</u> <i>locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>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)</i></p> <p><u>Place Knowledge</u> <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom a region within North America</i></p> <p><u>Human and Physical Geography</u> <i>describe and understand key aspects of physical geography, and human geography</i></p> <p><u>Geographical Skills and Fieldwork</u> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use the eight points of a compass, four and six-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</i> <i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p> <p>What can we learn from natural hazards/disasters? What is the physical make-up of the world? How do the physical features affect the world's weather? Where around the world are we most likely to have a natural disaster?</p> <p>Location Knowledge (space and scale): Which Continent is North America in? Locate North America and its surrounds seas and bordering countries. Name and locate the capital and some of its major cities. Do you know the names of any other Worldwide countries? How land and water are shaped and formed and their patterns of North America What can you see about the shape? Looking at the place, then relation to its country, in relation to its continent and then globally. Using a variety of maps Locate North America on a map. Where is it? Where is that in relation to England? And in relation to us in location already studied? Name and locate the Topic of Cancer and Capricorn</p>	<p><u>Locational Knowledge</u> <i>locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>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)</i></p> <p><u>Place Knowledge</u> <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</i></p> <p><u>Human and Physical Geography</u> <i>describe and understand key aspects of physical geography, and human geography</i></p> <p><u>Geographical Skills and Fieldwork</u> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use the eight points of a compass, four and six-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</i></p> <p>What is the human impact on the world? What was the climate like, how is that climate different to the United Kingdom?</p> <p>Location Knowledge (space and scale): Where in the world did the Mayan's live? Which Continent is Mexico in? Look at South America as a whole focusing on Mexico Locate Mexico and its surrounds seas and bordering countries. South America - Mexico Name and locate the capital and some of its major cities. Do you know the names of any other South American countries? How land and water are shaped and formed and their patterns of South America/Mexico What can you see about the shape? Looking at the place, then relation to its country, in relation to its continent and then globally. Using a variety of maps Locate South America/Mexico on a map. Where is it? Where is that in relation to England? And in relation to us in North America? And in relation to us in European Country (studied from previous years?) And in relation to us in location already studied?</p>

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	<p>What are the topographical features of Axis, Allies and neutral (Japan)? and surrounding areas? Is Axis, Allies and neutral (Japan) in the northern or southern hemisphere? Is it near or far from the equator? Human and Physical Geography: How did London change compare to (another town in the United Kingdom) during the war What are the human geography of Axis, Allies and neutral (Japan)? How has war impacted on the environment? Landmarks, land use, settlements, natural inhabitants, Biomes, vegetation, river or fresh water How did the war effect economic value like trade or any distributions of natural resources? How do people live and work (population food, culture) within the land? Do they have earthquakes, volcanoes in or around Axis, Allies and neutral (Japan)? What is the weather like there? What are the seasons, climate and natural plants and inhabits? How if any has the world countries changed after the war? Cause and effects, continuity and change, responsibilities</p>	<p>Name and locate the Equator and Northern and Southern Hemisphere. Where is North America between these lines? Time zones – introduce Prime/ Greenwich meridian. Is there are difference between North America: WW11 country (Japan) and Isleworth in England What are the topographical features of North America and surrounding areas? Is North America in the northern or southern hemisphere? Is it near or far from the equator? What is the longitude, latitude? Human and Physical Geography: What is the physical make-up of the world? How do the physical features affect the world's weather? Where around the world are we most likely to have a natural disaster? What are the natural disaster/hazards in North America, how do these effect the environment and what can humans do to help? What are the human geography of North America? Are they any famous landmarks? Looking at settlements and land use over time. Has it been preserved? Explain Is there or was there any economic value like trade or any distributions of natural resources? How do people live and work (population food, culture) within the land? What are the physical features? What are their natural inhabitants? What are the Biomes, vegetation? Are there any river or fresh water, mountains? Do they have earthquakes, volcanoes in or around North America? What is the weather like there? What are the seasons, climate and natural plants and inhabits? Cause and effects, continuity and change, responsibilities</p> <p>Fieldwork: Local Area Traffic Survey</p>	<p>Name and locate the Topic of Cancer and Capricorn Name and locate the Equator and Northern and Southern Hemisphere. Where is Mexico between these lines? Time zones – introduce Prime/ Greenwich meridian. Is there are difference between Mexico: North America and Isleworth in England What are the topographical features of Mexico and surrounding areas? Is Mexico in the northern or southern hemisphere? Is it near or far from the equator? Human and Physical Geography: What was the climate like, how is that climate different to the United Kingdom? What are the human geography of Mexico? Are they any famous landmarks? Looking at settlements and land use over time. Has it been preserved? Explain Is there or was there any economic value like trade or any distributions of natural resources? How do people live and work (population food, culture) within the land? What are the physical features? What are their natural inhabitants? What are the Biomes, vegetation? Are there any river or fresh water, mountains? Do they have earthquakes, volcanoes in or around Mexico? What is the weather like there? What are the seasons, climate and natural plants and inhabits? How has migration changed over time and land use changed, along with use and distributed over time. How can we going forward live more sustainable? Cause and effects, continuity and change, responsibilities Place knowledge: What are the similarities and differences between North or South, European country and the United Kingdom?</p>
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