

# Geography Long Term Plan (Year A)

	<b>Autumn</b> Our World	<b>Spring</b> Space	<b>Summer</b> Lakes and Dales
KS1	<b>Into the Woods</b>	<b>What's out there?</b>	<b>Farming</b>
	<p><b>What's the weather like with you Mr Polar Bear?</b></p> <p><i>To investigate pattern of weather around the world, to compare the UK with artic countries. To use geographical skills to measure the weather in Selside and compare it to the polar regions.</i></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• 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.</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul> <p><b>Outdoor learning -How do you read maps?</b></p> <ul style="list-style-type: none"> <li>• Use compass directions (north, south, east and west) and locational language (e.g.</li> </ul>	<p><b>Where on Earth is Selside?</b></p> <p><i>To communicate geographically about where Selside is in the world: planet, continent, country, county. To describe different physical and human features of the Selside's landscape, and to use directional language.</i></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Identify land use around the school.</li> </ul>	<p><b>Where does our food come from?</b></p> <p><i>To use knowledge of the continents to find out where our food comes from and to investigate places around the world that farm in different ways. i.e rice in India, cocoa in Brazil</i></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>

	<p>near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	
LKS2	<p style="text-align: center;"><b>Tropics</b></p> <p><b>Why are rainforests important?</b></p> <p><i>To identify and describe the main features of rainforests and the role they play.</i></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p><b>Outdoor learning -How do you read maps?</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p style="text-align: center;"><b>Space Race</b></p> <p><b>What is it like to live in the USA?</b></p> <p><i>To communicate geographically about where the USA is and identify the human and physical features.</i></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul>	<p style="text-align: center;"><b>Prehistoric Cumbria</b></p> <p><b>What would the world be like without mountains?</b></p> <p><i>To describe and understand key aspects of physical geography (mountains) and identify their benefits.</i></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>

UKS2	<b>Polar</b>	<b>20<sup>th</sup> Century</b>	<b>World War 2</b>
	<p><b>What do the lines on the world map mean?</b></p> <p><i>To identify and describe the geographical significance of features on the world map and understand the meaning of them.</i></p> <ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Describe geographical diversity across the world.</li> <li><i>Understand some of the reasons for geographical similarities and differences between countries.</i></li> </ul> <p><b>Outdoor learning -How do you read maps?</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key</li> </ul>	<p><b>How is our world changing and why?</b></p> <p><i>To describe how locations around the world are changing and explain some of the reasons for the change.</i></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p><b>What's underneath our feet?</b></p> <p><i>To use map skills to identify the features of the area around the school and in the UK.</i></p> <ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>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.</li> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>

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