

Geography Long Term Plan (Year A)

	Autumn Our World	Spring Space	Summer Lakes and Dales
KS1	Into the Woods	What's out there?	Farming
	<p>How does the weather affect our lives?</p> <p><i>To investigate pattern of weather around the world, to compare the UK with arctic 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"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • 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. • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <p>Outdoor learning -How do you read maps?</p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<p>What is the geography of where I live?</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 through fieldwork.</i></p> <ul style="list-style-type: none"> • 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?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Identify land use around the school. 	<p>Why does it matter where our food comes from?</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"> • 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?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <p><i>Human features, Location, Diversity, Human processes</i></p>

	<ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <p><i>Location, Physical processes, Diversity</i></p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. <p><i>Location, Physical features, Human features</i></p>	
LKS2	<p style="text-align: center;">Tropics</p> <p>How can we live more sustainably?</p> <p><i>To identify and describe the main features of rainforests, the role they play and how we can protect them.</i></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Describe geographical similarities and differences between countries. • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <p>Outdoor learning -How do you read maps?</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key to 	<p style="text-align: center;">Space Race</p> <p>Beyond the Magic Kingdom: what is the Sunshine State really like?</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"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<p style="text-align: center;">Prehistoric Cumbria</p> <p>Why are mountains so important?</p> <p><i>To describe and understand key aspects of physical geography (mountains) and identify their benefits through fieldwork.</i></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. • Describe how the locality of the school has changed over time. • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <p><i>Physical features, Vocabulary, Physical processes</i></p>

	<p>communicate knowledge of the United Kingdom and the wider world.</p> <p><i>Diversity, Human processes, Physical processes</i></p>	<i>Location, Techniques, Human features</i>	
UKS2	<p>Polar</p> <p>Why are jungles so wet and deserts so dry?</p> <p><i>To identify and describe the geographical significance of features (biomes, equator, vegetation belts) on the world map and understand the meaning of them.</i></p> <ul style="list-style-type: none"> 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). 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. 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). Describe geographical diversity across the world. 	<p>20th Century</p> <p>How is climate change affecting the world?</p> <p><i>To describe how locations around the world are changing due to climate change.</i></p> <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. 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. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p><i>Human processes, Location, Physical processes</i></p>	<p>World War 2</p> <p>Who are Britain's National Parks for?</p> <p><i>To use map skills and fieldwork to identify the features of the area around the school and in the UK.</i></p> <p><i>Understand the location, distribution and purposes of National Parks in Great Britain and how they are managed in a way to ensure their sustainability.</i></p> <ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 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. 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. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

	<ul style="list-style-type: none">• <i>Understand some of the reasons for geographical similarities and differences between countries.</i> <p><i>Location, Physical features, Physical processes</i></p> <p>Outdoor learning -How do you read maps?</p> <ul style="list-style-type: none">• 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.		<ul style="list-style-type: none">• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).• 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. <p><i>Physical features, Diversity, Techniques</i></p>
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