



## Geography Long Term Plan

	Autumn Term	Spring Term	Summer Term
<b>Reception</b>			
<i>What will our children learn?</i>	Exploring the world around them through discussion, story-telling, games and creative activity, these activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. They use their senses to explore and describe the natural world whilst outside, beginning to recognise the effects of the changing seasons.		
<i>Why this, why now?</i>	The activities help the children to explore fictional and real maps in familiar contexts and to experience the surrounding natural environment, noticing changes in the weather and seasons over time. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2		
<b>Year 1</b>	<b>What is it like here?</b>	<b>What is the weather like in the UK?</b>	<b>What is it like to live in Shanghai?</b>
<i>What will our children learn?</i>	Locating where they live on an aerial photograph, children recognise local features. Building upon the features they discovered in EYFS, they create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
<i>Why this, why now?</i>	This unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom.	'What is the weather like in the UK?' extends this knowledge of location and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills.	With a more secure grasp of location, scale and place, pupils are able to look at a context that will be less familiar to them in this unit, helping them to begin to develop an understanding of how communities and place can be similar or different to one another, as advised by the National curriculum.
<b>Year 2</b>	<b>Would you prefer to live in a hot or cold place?</b>	<b>Why is our world wonderful?</b>	<b>What is it like to live by the coast?</b>
<i>What will our children learn?</i>	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
<i>Why this, why now?</i>	Children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality.	'Why is our world wonderful?', the second unit in Year 2 gives pupils the chance to look at features in the UK and explore further physical and human features in the wider world.	The third unit builds on geographical skills learnt in Key stage 1 so far and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

<b>Year 3</b>	<b>Why do people live near volcanoes?</b>	<b>Who lives in Antarctica</b>	<b>Are all settlements the same?</b>
<i>What will our children learn?</i>	Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far	Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.
<i>Why this, why now?</i>	Year 3 starts with 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1.	'Who lives in Antarctica?' expands on Year 2's hot and cold places and how location affects people differently.	'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which Year 4 will expand on.
<b>Year 4</b>	<b>What are rivers and how are they used?</b>	<b>Where does our food come from?</b>	<b>Why are rainforests important to us?</b>
<i>What will our children learn?</i>	Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.	Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally
<i>Why this, why now?</i>	'What are rivers and how are they used?' builds gives children an opportunity to bring learning back to their locality during the fieldwork opportunity.	This unit build upon the concepts of settlements existing around natural resources and physical processes such as weather and climate.	In 'Why are rainforests important to us?' children are introduced to biomes. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade.

<b>Year 5</b>	<b>Would you like to live in the desert?</b>	<b>Where does our energy come from?</b>	<b>Why do oceans matter?</b>
<i><b>What will our children learn?</b></i>	Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.	Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds	Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.
<i><b>Why this, why now?</b></i>	Exploration of a different type of biome and how humans utilise this environment is explored in the unit 'Would you like to live in a desert?'. Builds upon children's knowledge of biomes in Y4	This unit exposes children to more complex issues of energy production and consumption and they begin to consider data through an analytical lens.	'Why do oceans matter?' builds on the understanding children have gained around climate change during Year 4.
<b>Year 6</b>	<b>What is life like in The Alps?</b>	<b>Why does population change?</b>	<b>Can I carry out an independent fieldwork enquiry?</b>
<i><b>What will our children learn?</b></i>	Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
<i><b>Why this, why now?</b></i>	What is life like in the Alps?' -a case study combining the interdependence of both the human and physical environment, additionally building exposure to colder environments as introduced in Key stage 1 and in Year 3.	This unit develops children's knowledge of more complex issues of population and encourages them to consider data through an analytical lens. This build upon components learnt throughout Key stage 2 such as settlement, economic opportunity, weather and physical processes.	We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in Year 6, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer.