



Geography Curriculum Long Term Plan

<u>Nursery</u>		
<u>People, Cultures and Communities</u> Rules and boundaries, acts of kindness My bedroom, my house – home corner Welly walk Journey stick around school <u>Global Learning Links:</u> Power and Governance Social Justice and Equity	<u>People, Cultures and Communities</u> Our village –walk to the shops- food from the farm Farm visit Sheep dog trials – directional language Guide a friend around the outdoor area	<u>People, Cultures and Communities</u> Visit to school pond Our Glastonbury celebrations Best of British cookery focus – Scotland, England, Ireland, Wales <u>Global Learning Links:</u> Globalisation and interdependence Sustainable development
<u>Reception</u>		
<u>People, Cultures and Communities</u> My home and school Farm story maps Welly walk <u>Global Learning Links:</u> Power and Governance:	<u>People, Cultures and Communities</u> I live on Earth Chinese New Year Easter celebrations Fairy tale story trails, maps Pancake day around the world, Special buildings and clothes <u>Global Learning Links:</u> Identity and Diversity: Sustainable Development:	<u>People, Cultures and Communities</u> My places Home and Away <u>Global Learning Links:</u> Identity and Diversity: Human Rights
<u>Year 1</u>		
History/Geography combined: Transition Period in Year One from Reception.	<u>BIG Question: Where should I go on holiday in the UK?</u> Possible Learning Questions to explore: Where do you go on holiday and why? What are the countries in the UK?	<u>BIG Question: What is there to explore in my school?</u> Possible Learning Questions to explore: - What can I see in my classroom? -Where is my school on a map? - What can I see on the map?



Continuous provision to ensure for covering of objectives linked to NC Objectives allocated to Y1 that link with the Enchanted World Topic <u>Possible geography areas to explore through continuous provision transition unit:</u> Maps floor maps - beebots Symbols Seasons Weather Fieldwork and observations work (changing seasons, our school) Simple maps Aerial photographs <u>Possible History areas to explore:</u> Changes within living memory (transport, food) Changes beyond living memory - links with Fairytale topics (clothes, houses...) Books in CP: Atlases, maps, seasons, books, weather, food, fairy tales based on life in the past (compare clothing, homes...)	What is the same/different about these countries? Where can I visit in these countries? How are the coast/countryside different? How does the time of year affect the weather? Can I go on a beach holiday in November? END GOAL: children will write a postcard from the place that they chose to visit on their holiday in the UK. Talk about when, where, weather, landmarks... <u>The UK</u> - Use the above enquiry question to allow pupils to learn about: - The four countries in the UK and their capital cities. - Learn about the seasonal weather in the UK - Use maps to know locations of the above - Learn the key vocabulary listed. <u>BIG Question: I found a plastic bottle on the beach - where has it been?</u> <u>Possible questions to explore the topic:</u> What do we see at the seaside? Is every beach the same? Are all of the oceans the same? Where in the world has the plastic bottle been? What continents might it have gone past? What oceans could it have floated in? What problems do plastic in the oceans cause? How can we help reduce plastic in the ocean? END GOAL: Create posters/ news report videos to inform people how to reduce plastic pollution in our oceans. <u>Around the world</u> - Use the above enquiry question to allow pupils to learn about the location of the location and names of the world's continents and oceans. - Link to plastic pollution across the world. - Look at what we can do to help with that.	- What features do we have in our school grounds? - How does my school help the world and the people in it? - How could I make changes to help the environment? END GOAL: Children prepare a presentation to the Headteacher about how they want to improve the school to help with the issues of litter/recycling... <u>School environment</u> - links to litter/recycling... Field work and observational study linked to the local area - link to eco-topic. <u>Use the above enquiry question to allow the children to make observations of:</u> - Their classroom - Where their school is in the local area (simple link to maps) - Their school environment through fieldwork and observations - Improvements to the school area to help the environment <u>Global Learning Links:</u> Power and Governance Sustainable Development Human Rights Sustainable Development Social Justice and Equity Globalisation and Interdependence BOOK LINKS TO EXPLORE - Dear Greenpeace - What a Waste!
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	Global Learning Links: Sustainable Development BOOK LINKS TO EXPLORE - Dougal's Deep Sea Diary - One Plastic Bag - Greta and the Giants - Somebody Swallowed Stanley -	
<u>NC Objectives to be covered:</u> <u>Human and Physical Geography</u> - Know the seasonal and daily weather in the UK - Identify seasonal and daily weather patterns in the United Kingdom <u>Skills and fieldwork</u> use simple fieldwork and observational skills to study the geography of their school and the grounds.	<u>NC Objectives to be covered:</u> <u>Locational Knowledge</u> - Name and locate the four countries and their capitals. - Use maps to identify UK and the above - Name the 5 continents and oceans. <u>Human and Physical Geography</u> - Know the seasonal and daily weather in the UK - Identify seasonal and daily weather patterns in the United Kingdom <u>Skills and field work</u> - 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 VOCAB: city, town, village, house, season, weather, beach, cliff, ocean, soil, vegetation	<u>NC Objectives to be covered:</u> <u>Skills and fieldwork</u> use simple fieldwork and observational skills to study the geography of their school and the grounds.
<u>Year 2</u>		
<u>BIG Question: What would *character*find when exploring Ponteland?</u> Topic: Ponteland (possible learning questions to guide the children) -Where could I take *Dora on a special outing in our town? Why would *Dora need to know my postcode to find my house?	History Focus	<u>BIG Question: Would you prefer to live in the UK or Kenya?</u> Topic: UK/Kenya (possible learning questions to guide the children) - Where in the world is Kenya? - Where in the world is the UK? - What are the main differences in the climate of Kenya and England?



- How would *Dora use her map to find her way to school? -What would appear on *Dora's map of our town? - How can we create maps from our photographs of special places in our town? END GOAL: How could _____ show people what Ponteland is like? Pupils create leaflet about "_____ adventures in Ponteland." <u>Global Learning Links:</u> Identity and Diversity Power and Governance		How does the climate affect the culture/way of life in the country? Which animals would you find living in the wild in Kenya? Compare to the UK What is the landscape like in Kenya? Compare What crops and plants grow in Kenya/UK? What would your school day be like if you lived in Kenya? How does life in the villages/towns compare to the cities? <u>PLAN IN LINKS TO CULTURAL IDENTITY - art, music...in UK and Kenya</u> END GOAL: Can the class create an *Kenyan exhibition to celebrate their cultures and diversity. <u>Global Learning Links:</u> Identity and Diversity Globalisation and Interdependence BOOK LINKS Anna Hibiscus
<u>NC Objectives</u> <u>Geographical skills</u> -use basic geographical vocabulary to refer to: key physical features and key human features. -use simple compass directions) and locational and directional language=, to describe the location of features and routes on a map -Devise a simple map; and use and construct basic symbols in a key -Use the key human and physical features of its surrounding environment <u>VOCAB:</u> beach, cliff, coast, sea, ocean, port, harbour, factory, shop, office, farm		<u>NC Objectives:</u> <u>Mapping Skills</u> - use world maps, atlases and globes to identify continents and oceans. - Continents and oceans – To understand northern hemisphere, southern hemisphere and identify places with warmer and colder climate. Map and atlas skills - Devise a simple map; and use and construct basic symbols in a key <u>Place knowledge</u> - 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 (Area of Kenya) -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole



Year 3		
HISTORY FOCUS	<u>BIG Question: Where does water come from?</u> Topic: Water Cycle and Rivers, Rivers and coasts. Link with map work Possible questions to help guide the learning: What are rivers and where do they come from? What is the journey of a river? Where has the water in a river been and where is it going? How does rainwater form in the first place? Does all water stay in the rivers and seas? What are the biggest rivers in the world? END GOAL Can you put together a presentation for KS1 children which shares the key facts that they have learnt in the unit. <u>Global Learning Links:</u> Sustainable Development Globalisation and Interdependence BOOK LINKS Song of the Dolphin Boy	<u>BIG Question: Where has my food come from before I eat it?</u> Global Link - Fairtrade - OXFAM UNIT Summer 1 - The Global Food Challenge Where does our food come from? Using atlases Global supply chains Climate change and crop growing Why are some people hungry? What is sustainability? Summer 2 - The Global Food Challenge continued. Where does our food come from? Using atlases Global supply chains Climate change and crop growing Why are some people hungry? What is sustainability? End Goal - Children produce a project on The Global Food Challenge <u>Global Learning Links:</u> Sustainable Development Human Rights Globalisation and Interdependence BOOK LINKS Think Fair Trade First!
	<u>NC Objectives</u> <u>Human and physical geography</u> - describe and understand key aspects of physical geography, including the water cycle - describe and understand key aspects of physical geography, including rivers, mountains	<u>NC Objectives</u> <u>Human and Physical Geography</u> - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts <u>Locational Knowledge</u> - 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)



Year 4

BIG Question: Why are the rainforests important to us all?

Possible Learning Questions to Explore

How can you create your own class rainforest?
Where are rainforests located and what are their main features?
Why are rainforests often in the news and what can we do to help?
How important is the Amazon to the South American rainforests?
How would you survive in the rainforest? LC8
Reflection: Present a documentary on a day in the rainforest

Autumn 1 - Rainforests - linked to Science

Brazil human and physical geography

Trade

Deforestation project through the study of human and physical geography - look at the media coverage of the destruction on the Amazon and how this will affect us all.

BOOK LINKS

The Vanishing Rainforest

END GOAL - Pupils create a newspaper article to highlight the negative impact of humans on the rainforests.

BIG Question: What would I see if I visited Brazil?

Possible learning challenges for the pupils:

What do you already know about Brazil?
What fruits and other natural resources is Brazil famous for?
What are the physical features Brazil is known for?

BIG Question: Where would you choose to build a big city?

Possible Learning Questions to Explore

What are the common features you notice when locating all of Europe's/Britain's biggest cities?
Why do you think rivers were important to the location of major cities?
Can you choose a major European city and create a brochure to encourage someone to visit?
Why is the transport system very important in major cities?
Can you locate many of the important features on a map of a city?
What are the major differences between a major city and a small town or village?
Reflection: Children will use photographs from the internet and become a tourist guide in a well known European country.

Settlements -

What do settlements need, place names, counties and cities of UK, Topographical features.
Changes of settlements over time.
How is the population spread across the UK?
Locational and Place Knowledge.

END GOAL - Pupils write and present a short travel programme to demonstrate key areas of learning.

BOOK LINKS

This Morning I met a Whale

Why the whales came - Michael Morpurgo

Global Links:

Power and Governance

Globalisation and Interdependence



	Which famous cities in Brazil attract tourists and why? What can you find out about one of Brazil's neighbouring countries? What can you find out about the favelas of Brazil? What can you find out about Brazilian culture? Reflection: The children to host a Brazil day <u>Spring 2 - Rainforests (focus on Brazil)</u> Brazil human and physical geography <u>Global Links:</u> Sustainable Development: Human Rights: Empathy: Self Awareness and reflection: Globalisation and Interdependence Trade Compare Brazil to the UK	
	<u>NC Objectives:</u> <u>Place Knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America - linked to Science <u>Locational Knowledge</u> -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) - 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	<u>NC Objectives:</u> <u>Locational Knowledge</u> 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,



	Year 5	
<u>BIG Question: How have maps changed over the years?</u> This is a skills based unit not an enquiry-based approach to learning. <u>Mapping skills</u> (compass, orienteering, navigation and grid-references) <u>Global Links</u> Globalisation and Interdependence	<u>BIG Question: Why do people visit Greece for holidays?</u> <u>Modern day Greece:</u> Location and comparison with the UK. <u>Possible Questions to help guide learning:</u> Where is Greece and why do so many people enjoy going on holiday there? How do Greece's physical features, including its climate, differ from ours? How does Greece's climate impact on its people? How does their culture compare to ours in the UK? END GOAL: Children to take part in a special Greek event to include features of ancient and modern Greece. (Curriculum enrichment day) <u>Global Links</u> Globalisation and Interdependence Identity and Diversity Power and Governance	<u>BIG Question: What natural resources do we use in the North East?</u> <u>Local Study:</u> Northumberland - Human and Physical features linked to natural resources (land, water, wind). Cragside links with hydroelectricity, local wind farms - possible educational visit? <u>Possible Questions to help guide learning:</u> What are natural resources? What natural resources do we have in Northumberland? What are abundant natural resources? How can natural resources produce energy? What impact do these different resources have on the environment? Can we use/create maps to look at their impact on human/physical features of Northumberland? What impact do they have on our communities? How can we make our communities more sustainable? END GOAL: Pupils prepare a presentation/leaflet on natural resources and their pros/cons linked to sustainability. <u>Global Links</u> Globalisation and Interdependence Power and Governance Sustainable Development BOOK LINKS Cookie and the Most Annoying Girl in the World
<u>NC Objectives:</u> <u>Geographical skills and fieldwork</u> - 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.	<u>NC Objectives:</u> <u>Place knowledge</u> - 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	<u>NC Objectives:</u> <u>Locational Knowledge</u> - Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time



- 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 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>Human and physical geography</u> - Economic activity including trade links, - Human geography, including: types of settlement and land use,	<u>Human and physical geography</u> - Human geography, including: types of settlement and land use - The distribution of natural resources including energy, food, minerals and water, <u>Geographical skills and fieldwork</u> - 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.
<u>Year 6</u>		
<u>BIG Question: Would the Titanic disaster happen today? (Geography/History combined topic)</u> <u>Possible learning questions to explore:</u> Social: How was life aboard the Titanic and the disaster affected by class and social attitudes? Political: What effect did wealth, influence and social attitudes have the consequences of the disaster and the subsequent inquest? Historical: How can we learn about the sinking of the Titanic and life in 1912 by studying historical artefacts from the wreck? Environmental: What effects did the especially cold weather and the unusual ice-flow have of the disaster? Critical: Could the disaster have been avoided? Was anyone to blame? Ethical: Is it ethical to take artefacts from the wreck of the Titanic? Should these objects be considered the property of the victim's families? Philosophical: To what extent was the Titanic disaster the result of hubris? Spiritual: Should the wreck of the Titanic be considered a gravesite? What are the Team's responsibilities to the dead? <u>The Titanic</u> Locating key cities on the journey of The Titanic	<u>BIG Question: What makes the earth angry?</u> <u>Extreme Earth:</u> Wildfires Floods Volcanoes <u>Extreme Earth (continued):</u> Extreme Weather Earthquakes Hurricanes Tsunamis <u>Possible learning questions to explore:</u> What causes a volcano to erupt and which are the famous volcanoes in the world? How do volcanoes impact on the lives of people and why do people choose to live near them? How can we recreate an erupting volcano? What causes an earthquake (and a tsunami) and how are they measured? Who experiences extreme weather in our country? Which countries have experienced earthquakes and tsunamis in your life time? (End Goal (STEM link) - design and make a tsunami warning video)	HISTORY FOCUS/ High School Transition Project



Longitude and Latitude Icebergs – today and 1912 (links to Global Warming) <u>Global Links:</u> Human Rights Social Justice and equity <u>BIG Question: Is everyone around the world treated equally? (Geography/History Topic)</u> <u>Faces of Africa Topic</u> Location of countries and major physical features of Africa. Human geography links <u>Possible questions to explore?</u> What is equality/inequality? Where in the world might we see inequality? What makes our world diverse? What can contribute to poverty? How can countries tackle inequalities amongst populations? END GOAL: Class exhibition on the question. <u>Global Links:</u> Social Justice and Equality Identity and Diversity Peace and Conflict Human Rights Power and Governance BOOK LINKS The Boy at the Back of the Class	<u>Global Links:</u> Human Rights Sustainable Development BOOK LINKS Greta's Story: The Schoolgirl Who Went On Strike To Save The Planet	
<u>NC Links:</u> <u>Locational Knowledge</u> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,	<u>NC Links:</u> <u>Locational Knowledge</u> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,	<u>NC Links:</u> <u>Human and physical geography</u> - Describe and understand key aspects of physical geography, including: volcanoes and earthquakes



Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
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