

St Anne's Catholic Primary School



Geography: Long Term Plan

The geography curriculum is structured into five key areas of learning:

- **Geographical skills and field work**
- **Human and Physical Geography**
- **Locational Knowledge**
- **Place Knowledge**
- **Responsibility**

Through the geography curriculum, pupils will develop an understanding of the following **key concepts**:

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunamis)
- **Natural resources:** (Energy, minerals, food and water distribution)

- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

Disciplinary concepts

Throughout geography, the following second order concepts are explored. These concepts are developed across a range of subjects in the curriculum.

- **Responsibility:** (how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability)
- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

End points:

By the end of EYFS, pupils will:

- begin to understand how they are part of their own locality, which is part of a bigger world
- learn about different people and communities
- use speaking, listening and understanding to develop and explore these in greater detail

By the end of Key Stage 1, pupils will:

- use and make a range of geographical resources such as photos and maps to locate features in their locality and the world □
understand the principle of directions
- look at land use, climate and physical features of Great Britain and other locations in the world
- develop an understanding of how humans and nature can affect and shape the landscape
- understand that they have responsibilities to care for the planet and its resources

By the end of Key Stage 2: pupils will:

- be able to compare physical and human features in their own locality to different locations around the world
- conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings
- be able to interpret a range of sources of geographical information and present geographical information in a variety of ways
- develop an understanding of map work so that these features can be examined and identified in a wider context
- understand the processes that give rise to key physical and human features and how these change over time
- understand the impact of humans and of nature in shaping the world in which they live
- understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources

Pedagogy

A typical unit of work in geography will cover the following aspects. The order and areas of focus will be adapted to suit the unit being taught.

- **Geographical enquiry**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge (Where is this place? What is it like and why? How and why is it changing? How does it compare to other places? How and why are the places connected?)

- **Locational skills**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Vocabulary**

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context (supported by knowledge organisers / learning environment)

- **Physical and human geography**

Identify the physical and/or human features associated with the place of interest. Develop an understanding of the processes that caused the physical / human features to occur. Apply their vocabulary when explaining the processes.

- **Place knowledge** Compare and contrast the features in different locations around the world.

- **Apply their knowledge to the world around them locally and globally** what could/ should the world look like in the future?

What can we do to influence change? Make connections to other subject areas (science/history/PSHE)

- **Written and oral expression**

Communicate what they have learnt in appropriate forms using the correct terminology (e.g.: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

- **Skills and fieldwork**

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions are included within a teaching sequence where possible.

Geography Curriculum Overview

		Term One		Term Two		Term Three	
Nursery	<p>Understanding Our World</p> <p>The Natural World/ People and their communities</p>	<p>My Nursery Where do I belong?</p> <p>Explore the nursery/school environment – indoor and outdoor Share experiences of different locations through sharing texts Family Activity-complete the 'All About Me' booklet.</p>	<p>Marvellous Me! Who am I?</p> <p>Have an awareness of the seasons-autumn to winter. Observe and talk about changes in weather and nature during this time. Observe and draw pictures of animals e.g. Creation story, own pets Share experiences of different locations through sharing texts Begin to explore special events e.g. birthday, holidays, starting Nursery, new baby in the family. Explore relevant celebrations and festivals e.g. Diwali, Advent, Christmas.</p>	<p>Once Upon a Time</p> <p>Explore aspects and changes of the seasons-winter to spring. Recognise and talk about changes in the weather. Sort objects and clothes for different types of weather. Understand, describe and draw features of other environments. Share experiences of different locations through sharing texts Role play and share stories about their family life e.g. Mum, Dad, brothers, grandparents, going to the cinema, trips out. Comment on and ask questions about where they live. Continue to explore special events e.g. birthday, Baptism, moving house. Explore relevant celebrations and festivals e.g. Chinese New Year, Mother's Day, Lent.</p>	<p>All Creatures Great & Small</p> <p>Learn about how to care for living things and the environment. Plant seeds and observe growing over time. Share experiences of different locations through sharing texts Role play and share stories about their family life e.g. Mum, Dad, brothers, grandparents, going to the cinema, trips out. Show an interest in other people's roles in the community and in stories. Explore relevant celebrations and festivals e.g. Holy Week, Easter.</p>	<p>Ready, Steady, Grow</p> <p>Examine animals to observe characteristics, habitats and features, including insects, sea life, zoo and farm animals. Share experiences of different locations through sharing texts Have an awareness of environmental print e.g. road signs, traffic signs, street names etc. Develop simple mapping skills through journeys using 3D model, 2D picture, local walk etc. Gain greater knowledge of people and places.</p>	<p>On the Move</p> <p>Explore aspects and changes of the seasons-spring to summer. Observe and record seasonal changes Developing understanding of new life, linked to seasons e.g. caterpillars. Show care and concern for, living things. Examine animals to observe characteristics and features, including insects, sea life, zoo and farm animals. Develop vocabulary in relation to people and places. Explore the Reception environment and find out about practitioners. Show an interest in other people's roles in the community and in stories. Continue to explore special events e.g. birthday, Wedding, holidays, starting Reception. To explore relevant celebrations and festivals e.g. Pentecost.</p>
		<p>Kings and Queens</p> <p>Stories & Nursery Rymes (e.g. Jack and Jill went up the hill)</p>	<p>Weather & Seasons</p> <p>The season of Autumn. Observing daily weather conditions</p> <p>Looking after Our World</p> <p>Human responsibility for our earth</p>	<p>Kings and Queens</p> <p>Stories & Nursery Rymes (e.g. 5 little ducks went swimming one day)</p> <p>Weather & Seasons</p> <p>The season of Winter. Observing daily weather conditions</p> <p>Looking after Our World</p> <p>Pollution - Causes and harm to the earth.</p>	<p>Kings and Queens</p> <p>Stories & Nursery Rymes (e.g. Humpty Dumpty)</p> <p>Weather & Seasons</p> <p>The season of Spring. Observing daily weather conditions</p> <p>Looking after Our World</p> <p>Care for living things and the environment.</p>	<p>Kings and Queens</p> <p>Stories & Nursery Rymes (e.g. Old King Cole)</p> <p>Weather & Seasons</p> <p>Observing daily weather conditions</p> <p>Looking after Our World</p> <p>Reduce, reuse, recycle</p>	<p>Kings and Queens</p> <p>Stories & Nursery Rymes (e.g. The Grand Old Duke of York)</p> <p>Weather & Seasons</p> <p>The season of Summer. Observing daily weather conditions</p>

Reception	Understanding Our World The Natural World/ People and their communities	The Story of My Life Understand seasonal weather change (autumn/winter) and Observe, discuss and record seasonal changes in environment and the effects on ourselves Identify key features of .the setting and the local environment indoors and out. Talk about where they live and their own family traditions and culture. To explore culture and traditions.	All About Me! Share experiences of different lives of children in different settings, locally, nationally and globally. Explore a range of traditions, cultures and religions e.g. Harvest, Diwali, Bonfire Night, Christmas Production, Christmas, Father Christmas, parish bazaar. Explore a range of traditions, cultures and religions e.g. Harvest, Diwali, Bonfire Night, Christmas Production, Christmas, Father Christmas, parish bazaar.	My Family & My Community Identify key features of the setting and the local environment indoors and out Use journey/story maps - in relation to mapping skills. To create simple maps and plans, paintings, drawings and models of known and imaginary landscapes. Use appropriate geographical vocabulary Connect and compare side by side 2 settings or journeys. Make visits to local places of interest –local church, library, local Park.	Amazing Animals! Understand seasonal weather change and its impact (winter/spring) Investigate living things, developing monitoring and observations skills. Share experiences of different locations/ habitats through sharing texts Explore a range of cultural activities and festivals e.g. Shrove Tuesday, Ash Wednesday, St David’s Day, Lent, Easter etc.	How Does Your Garden Grow? Identify similarities and differences between animals and creatures and their habitats Observe, describe and sequence the life cycle of an animal linked to seasons. . Develop knowledge of a range of cultures and beliefs and celebrate our own cultures and traditions. Explore the lives of people living in other countries through stories such as Handa’s Surprise etc Explore a range of cultures and religions of others.	Home Sweet Home Observe and discuss different habitats and why animals live and exist where they do. Explore pond life. Understand and talk about seasonal weather change (spring/summer) Understand and describe features of the natural environment through the seaside, sea, sand and rocks. Understand, explore and describe features of the natural environment and classify seaside materials. Identify similarities and differences between two areas e.g. Seaside and town Explore different languages, dress and customs using a range of resources e.g. books and stories, artefacts, visitors, visits to local places of worship and cultural centres, photographs etc. Explore the year 1 environment and find out about the practitioners.
		Kings and Queens Stories & Nursery Rymes (e.g. Jack and Jill went up the hill’	Weather & Seasons The season of Autumn. Observing daily weather conditions Looking after Our World Caring for God’s World	Kings and Queens Stories & Nursery Rymes (e.g. 5 little ducks went swimming one day) Weather & Seasons The season of Winter. Observing daily weather conditions Looking after Our World Caring for God’s World	Kings and Queens Stories & Nursery Rymes (e.g. Humpty Dumpty) Weather & Seasons The season of Spring. Observing daily weather conditions Looking after Our World Caring for God’s World	Kings and Queens Stories & Nursery Rymes (e.g. Old King Cole) Weather & Seasons Observing daily weather conditions Looking after Our World Caring for God’s World	Kings and Queens Stories & Nursery Rymes (e.g. The Grand Old Duke of York) Weather & Seasons The season of Summer. Observing daily weather conditions Looking after Our World Caring for God’s World
		Kings and Queens Share texts (real and fiction) about Royalty today and in the past, and from different countries/ cultures/ locations	Weather & Seasons Use key vocabulary to describe the passing of time in relation to the seasons. Looking after Our World Human responsibility for our earth	Kings and Queens Share texts (real and fiction) about Royalty today and in the past, and from different countries/ cultures/locations Looking after Our World Pollution - Causes and harm to the earth	Weather & Seasons Use key vocabulary to describe the passing of time in relation to the seasons. Looking after Our World Natural resources	Weather & Seasons Use key vocabulary to describe the passing of time in relation to the seasons. Looking after Our World Reduce , reuse, recycle	Weather & Seasons Use key vocabulary to describe the passing of time in relation to the seasons.

Year 1	Map Work Describing maps of the World	Our Local Area What is it like where we live?	People and their Communities Where in the world do these people live?	Animals and their Habitats Where do our favourite animals live?
Year 2	Map Work Describing maps of the World	The United Kingdom Which country do we live in?	Capital Cities What is a capital city?	Climate and Weather What is the difference between the climate and the weather?
Year 3	Map Work Describing maps of the World	Villages, Towns and Cities 'There are more advantages to living in a city than disadvantages.' Do you agree?	Mountains, Volcanoes and Earthquakes Why do volcanic eruptions and earthquakes occur?	Water, weather and climate To what extent is the UK's weather to be expected?
Year 4	Map Work Describing maps of the World	Rivers 'What impact do rivers have on people's lives?	Migration 'Migration has more disadvantages than advantages.' Do you agree?	Natural resources in Northern Chile To what extent is our use of natural resources sustainable?
Year 5	Map Work Using maps: Features/ 4 figure grid references	Slums 'The state should shut down all slums around the world.' How far do you agree with this statement?	Biomes 'The earth's biomes are fragile environments.' To what extent do you agree?	Energy and Sustainability 'Humans are not capable of living sustainably.'
Year 6	Map Work Using maps: 6 figure grid references	Local Fieldwork 'Where do people live?' Geography skills and fieldwork	Population 'A lack of food is the biggest population challenge of our time.' To what extent do you agree?	Globalisation 'Globalisation has made the world a better place.' To what extent do you agree?