St James’ CE Primary School Geography Long Term Plan Overview

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | Super Me  **Hook:**  **Autumn walk/Observing the weather**  **What changes during Autumn?**  **Where do I live?**  Recognise the environment that is around me. |  | Winter  **Hook:**  **Recognise geographical different features in stories**  **What happens to the weather during Winter? Where do penguins come from?**  To begin to understand that there are different countries and habitats in the world. (North and South Pole) |  |  | Summer, growing and changing  **Hook:**  **Animals from around the world**  **What animals are native to our country?**  To begin to understand that there are different countries and habitats in the world. (North and South Pole) |
| Reception | Amazing Me  **Hook:**  **Autumn walk**  **What happens to the trees in Autumn?**  Recognise the environments that I live in. |  | Environments  **Hook:**  **Playground walk**  **What changes can you see in winter?**  Recognise some environments that are different from the one they live. |  |  | Seaside  **Hook: picnic**  **How is the sea-side different to Manchester?**  Recognise some environments that are different from the one they live.  Recognise similarities and differences of life in this country and life in other countries. |
| Year 1 |  | Everyday Weather  **Hook: Weekly temperature and rainfall measurements**  How does the equator affect the world’s weather?  **Human and Physical Geography**  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. |  | Our Local Area  **Hook: Around the World Day Day (KS1)**  How has Platt Field (or Rusholme) changed over time?  **Location Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  **Geographical Skills and Fieldwork**  Use simple compass directions and locational and directional language, to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; device a simple map; and use and construct basic symbols in a key.  Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of the surrounding area.  . |  | Kenya  **Hook: Guess the country- Scavenger hunt to reveal features of Kenya**  How does Kenya compare to the Uk?  **Location Knowledge**  Name and locate the world’s seven continents and five oceans.  **Place Knowledge**  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 |
| Year 2 | Magical Mapping  **Hook: Pirate Day/Platt fields trip**  **Why is mapping important to us?**  **Geographical Skills and Fieldwork**  Use simple compass directions and locational and directional language, to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; device a simple map; and use and construct basic symbols in a key.  Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of the surrounding area. |  | What a Wonderful World  **Hook: Around the world day (KS1)**  **How is African life different to ours?**  **Location Knowledge**  Name and locate the world’s seven continents and five oceans.  **Human and Physical Geography**  Use basic geographical vocabulary to refer to key physical features and key human features.  **Geographical Skills & Fieldwork**  Use world maps, atlases to identify countries, continents and oceans studied. |  | Coasts and Seas  **Hook: Mystery Bag**  **Would you like to live by the sea?**  **Human and Physical Geography**  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea and ocean and key human features, including: city, town, village, port and harbour. |  |
| Year 3 |  | Land Use  **Hook: Platt Fields trip**  **How is land used in our local area?**  **Location Knowledge**  Name and locate land-use patterns and understand how they have changed over time.  **Human geography**  Describe and understand key aspects of human geography, including types of settlements and land use and economic activity including trade links. |  | UK: Countries and Cities  **Hook: scavenger hunt**  **What is it like to live in the different cities of the UK?**  **Location Knowledge**  Name and locate counties and cities in the United Kingdom  **Place Knowledge**  Understand geographical similarities and differences through the study of regions of the United Kingdom.  **Geographical Skills**  Use maps, atlases, gloves and digital/computer mapping to locate countries and describe features studied. |  | Mountains  **Hook: Make a model mountain**  **Why are there mountains?**  **Location Knowledge**  Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time. |
| Year 4 |  | Desert Biomes  **Hook: Museum Trip**  **How do people survive in the desert?**  **How do humans survive in the desert?**  **Physical Geography**  Describe and understand physical geography of biomes.  **Locational Knowledge**  Locate the world’s countries, using maps, concentrating on their environmental regions and key physical characteristics.  **Geographical Skills**  Use maps, atlases, gloves and digital/computer mapping to locate countries and describe features studied. |  | Rusholme Local Study  **Hook: Trip to Curry Mile**  **How has Rusholme changed?**  **Location Knowledge**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  **Geographical Skills**  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 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. |  | Italy Today  **Hook: Pizza making**  **Why do people visit Italy?**  **Locational Knowledge**  Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions and key physical and human characteristics, countries and major cities.  **Place Knowledge**  Understand the geographical similarities and differences through the study of human and physical geography of a region in a European country.  **Geographical Skills**  Use maps, atlases, gloves and digital/computer mapping to locate countries and describe features studied. |
| Year 5 | South America  **Hook:**  **Samba Drumming**  **What’s life like in South America?**  **Locational knowledge**  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  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)  **Place knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  **Geographical Skills**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |  | Scandinavia  **Hook: Scandinavian food tasting extravaganza**  **How does Scandanavia differ from the UK?**  **Locational Knowledge**  Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions and key physical and human characteristics, countries and major cities.  **Place Knowledge**  Understand the geographical similarities and differences through the study of human and physical geography of a region in a European country.  **Geographical Skills**  Use maps, atlases, gloves and digital/computer mapping to locate countries and describe features studied.  **Human Geography**  Human geography, including: types of settlement and land use, economic activity  including trade links, and the distribution of natural resources including energy,  food, minerals and water |  | Rivers  **Hook: Trip to Crowden Little Brook**  **What is the journey of a river?**  **Human and Physical Geography**  Deepen understanding of the interaction between physical and human processes.  Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.  Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.  **Geographical Skills**  Use maps, atlases, gloves and digital/computer mapping to locate countries and describe features studied.  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. |  |
| Year 6 |  | Marvellous Maps  **Hook: Orienteering around the school**  **How relevant is mapping in the 21st Century?**    **Geographical Skills and Fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and  describe features studied  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 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. |  | Extreme Earth  **Hook:**  **Make volcanoes boom**  **How dangerous are natural disasters?**  **Physical Geography**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  **Location Knowledge**  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) |  | Natural Resources  **Hook:**  **Trip to Sainsbury’s**  **How does globalisation affect us?**  **Human Geography**  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |