Geography long term plan 2023-2024

Grammarsaurus units

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|  | Autumn | Spring | Summer |
| Nursery (possible Geography opportunities) | Local area – my school, my house, maps  The farm  Harvest  Diwali  Woodlands  European Languages Day | Polar lands  Lunar New Year  Woodlands  Animals and their habitats | Journeys & maps  Different environments e.g. forests  Seaside |
| Reception (possible Geography opportunities) | Local area – my home/exploring the school buildings and grounds  Contrasting country- Does Elmer live in Netherton?  Harvest  European Languages Day – names of countries  Diwali | Planets – describing the environment  Polar Lands  Journeys, maps  Lunar New Year  Traffic survey | Oceans & seas  Exploring globes & maps  Map making |
| Year 1  Long term diary – change of the school grounds over the seasons – take a photo each half term & take a walk to notice seasonal weather patterns (link to Science)  1 week per term track the weather – whole class. | ***My World and My School*** - 6 weeks + assessment  I can make a simple map of my classroom.  I can follow a route on a map (around school from A-B)  I can use aerial photographs to talk about my school.  I can talk about my local area, identifying human features.  I can identify features of my local area (what do we have/don’t have in local area)  I can design a route to the park.  I can use directional language.  I can follow a route.  Fieldwork – Take a walk around local area & visit the park. | ***The UK***  I can name the 4 countries of the UK & the surrounding seas.  I can use the 4 compass points to describe the location of UK countries.  I can identify characteristics of 4 UK countries.  I can identify human & physical features of UK countries. | ***London***  I can identify the capital city of England & locate it on a map.  I can identify and describe landmarks of London.  I can use the 4 compass points and directional language.  I can identify the human and physical features of London.  I can describe seasonal weather patterns.  I can plan a trip to London. |
| Year 2 | **Our world**  I can name the 4 countries of the UK & surrounding seas. (recap)  I can name the 4 capital cities of the UK countries.  I can use simple compass directions.  I can name the 7 continents and the 5 oceans.  I can identify the hot & cold areas of the world in relation to the equator & poles.  Have stories to reinforce hot/cold places. | ***My local area & Tulum, Mexico*** -  I can identify human & physical features of my local area.  I can create a map with a key.  I can use aerial photographs to recognise features of a location.  I can compare the physical features of Tulum & Sefton (focused on beach & forest (Formby)) – visit the pine woods  I can compare human features of Tulum & Sefton (using photos/Google Earth).  I can present information to compare 2 contrasting locations.  Fieldwork – visit Formby beach/pinewoods | **Weather & climate** - 4 weeks + assessment  **Fieldwork Week**  I can interpret weather charts for different seasons |
| Year 3 | ***The United Kingdom*** - 10 weeks + assessment  I can name the 4 countries of the UK & surrounding seas & the capital cities. (recap)  I know that I live in the North West of England and can recognise some of the human & physical geographical features.  I can use an atlas to identify key cities of the UK.  I can define human and physical features.  I identify human and physical features of the UK.  I can create a key for a map of the Liverpool.  I can use 4 figure grid-referencing.  I can identify key topographical features and know how these are represented on a map. | **Settlements** – 6 weeks + asesesment  I can identify the needs of early settlers.  I can describe how settlements have changed over time.  I can recognise OS symbols on a map.  I can use a 4 figure grid referencing.  I can identify essential features to create a new settlement.  I can represent a settlement on a map using correct symbols & layout. | *Land use & economy in our local area – 6 weeks + assessment*  I can use the terms residential, industrial, recreational, agricultural and commercial when talking about land use. (Gr L1)  I can identify differences in land use between Netherton & Liverpool using digital mapping.  I can recognise different types of housing.  I can record the facilities available in my local area. (Gr L3)  I can present and analyse information about local facilities. (Gr L4? x2 weeks)  Fieldwork – visit local area to look at housing & facilities. |
| Year 4 | ***Europe***  *I can confidently recall the 4 countries of the UK, capital cities and surrounding seas.*  *I can name the key features of the UK and my region (including mountains).*  *I can identify continents, oceans, lines of latitude/longitude and the equator and how these affect the climate in a location.*  *I can name and locate 10 countries in Europe.*  *I can name the capital cities of 10 European countries.*  *I can recognise some key European landmarks (human & physical including mountains & rivers).*  *I can describe the key physical features of Greece.* | **How do earthquakes and volcanic eruptions happen?**  I can describe plate tectonics.  I can describe earthquakes and how they occur.  I can describe volcanoes and how they occur.  I can compare the physical features of my region to Campania.  I can compare land use & in my region to Campania.  I can identify some similarities and differences between my region and Campania. | ***Rivers*** - + trip  I can describe how a river is formed using geographical language.  I can locate English rivers on a map.  I can identify human and physical features along the course of a river.  I can collect data from the River Alt.  I can present and analyse data collected from the River Alt.  Fieldwork – visit the River Alt (Croxteth Park) |
| Year 5 | ***My region & the Western United States*** - 10 weeks + assessment  I can identify the regions of the UK using the 8-point compass.  I can identify counties of the UK using a map and locate some key human features.  I can recall the counties local to me.  I can locate the main countries of North America.  I can talk about economic activity in North America.  I can compare mountains in North America and the UK.  I can identify and describe the types of biomes in North America  I can identify and describe climate zones in North America.  I can describe vegetation belts in North America.  I can compare settlements in parts of North America to the UK.  I can compare a state in North America to the North West.  Look at comparing a local area e.g. Rimrose Valley Park/Crosby costal park to an area in North America e.g. Death Valley, Yellowstone National Park. | | ***Rainforests under threat***- 7 weeks + Assessment  **Fieldwork Week**  I can identify and compare the location of rainforests around the world.  I can describe and the climate of rainforest regions.  I can describe the physical geography of a rainforest biome.  I can describe the physical geography of the Amazon rainforest.  I can discuss the effects of deforestation.  I can identify the natural resources in rainforest environments and their uses.  I can describe how deforestation supports the economic activity in Brazil.  I can identify the main reasons for rainforests being under threat. |
| Year 6 | ***The economic activity of UK*** - 7 weeks + assessment  I can describe the key geographical features of the UK and the North West.  I can describe the main sectors of the UK economy.  I can discuss the sustainability of agriculture in the UK.  I can discuss the sustainability of energy generation in the UK.  I can discuss the sustainability of water production in the UK.  I can describe how the global market affects world trade.  I can describe how automation affects the economic activity of the UK. | | ***Sustainability*** –  4 weeks + assessment  **Fieldwork Week**  I can identify the issues associated with plastic pollution.  I can describe how plastic can be reduced or recycled.  I can collect data about waste.  I can analyse and evaluate data about plastic waste.  Fieldwork – Look in local area about the litter/plastic pollution e.g. litter count, in which areas is there a higher amount of waste, why, what can we do about it? |