



Geography Long Term Plan

	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Reception	<p><u>Ourselves</u> – exploring our own route to School. Where do we travel? What do we see on our journey?</p> <p>Explore the natural world around them. Collect natural materials from the environment (bark, leaves, seeds, conkers, acorns, shells, pebbles). Investigate and discuss.</p> <p><u>People Who Help Us</u> Roles in the community that help us. Investigating the local area: fire station, church, shops, doctors, library.</p> <p><u>3 & 4 Year Olds</u> Show interest in different occupations. Know that there are different countries in the world and talk about the differences between people</p> <p><u>Reception</u> Talk about immediate family and community. Draw information from a simple map.</p>	<p><u>Making Journeys</u> – different types of transport and where they move e.g. sea, road, air etc. Discuss natural/manmade features – physical and human</p> <p><u>Beyond the Sea</u> – Produce maps of treasure islands, compare hot place to their local area.</p> <p><u>Reception</u> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p><u>Animals and Minibeasts</u> Animals in the natural environment around them. Habitats. (contrasting different habitats e.g. hot/cold countries Australia/ Antarctica)</p> <p><u>ELG:</u> <u>People, Culture & Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. <u>The Natural World</u> - Explore the natural world around them, making observations and drawing pictures of animals. Know some similarities and differences between the natural world around them and contrasting environments.</p>
Year 1	<p><u>Journey to school</u> Investigating familiar landscapes using simple maps and features.</p> <p><u>Local area study</u> Learning about Lowton – landscape, human and physical features; using maps and fieldwork. - describe different types of buildings in our locality - describe places using their characteristics - understanding geographical similarities and differences through the study of human and</p>	<p><u>Contrasting Locality</u> Study of London, maps, traffic surveys, modes of transport, human and physical features, compare and contrast. - describe different types of buildings in a contrasting locality - understand geographical similarities and differences through the study of places linked to other topic areas</p> <p><u>Location and Geographical Enquiry</u> Use simple compass directions, locational and directional language.</p>	<p><u>The Weather</u> Identify seasonal and daily weather patterns, hot and cold places in the world. (cross-curricular topic with Science). - identify seasonal and daily weather patterns in the United Kingdom - explain how the weather changes with each season - begin to explain why people would wear different clothes at different times of the year - say something about the people who live in hot and cold places</p>

	<p>physical geography in the local area</p> <p><u>Locational knowledge</u> Identify United Kingdom, its countries, capital cities and characteristics. Use world maps, atlases and globes.</p> <p><u>Human Geography</u> Using geographical vocabulary to refer to human features of the environment.</p>		<p>- explain the main features of a hot and cold place - describe observations about the people who live in a contrasting non-European country</p>
Year 2	<p><u>Explorers</u> <u>Locational knowledge</u> Name and label the world's seven continents, and five oceans</p> <p>Using world maps, atlases and globes to identify the USA and the United Kingdom through learning about Christopher Columbus.</p> <p><u>A study of a contrasting non-European country</u> South Africa – understanding geographical similarities and differences.</p>	<p><u>Local Area</u> Wigan, Leigh and Lowton, including significant events, people and places)</p> <p><u>Locational knowledge</u> Using maps and fieldwork of the United Kingdom and the local area.</p> <p><u>Place knowledge: Geographical enquiry and fieldwork</u> Study of Wigan and Leigh locality. Fieldtrip to Wigan. Use simple compass directions when using maps.</p>	<p><u>Seaside Resorts and Contrasting Localities</u> Features of seaside resorts – human and physical geographical features</p> <p><u>Locational knowledge</u> Using maps and atlases to identify the surrounding seas of the United Kingdom.</p>
Year 3	<p><u>Africa: Egypt</u> <u>Locational knowledge</u> Using maps, atlases and globes to locate Africa, Egypt and the river Nile and the Nile Valley.</p> <p><u>Human and Physical geography</u> Describing aspects of the human and physical geography of the Nile Valley.</p>	<p><u>Geographical enquiry and fieldwork</u> A study of maps of Tatton Park and fieldwork to record and present human and physical features.</p> <p><u>Contrasting Locality - Locational knowledge and Place knowledge</u> Study of Tatton Park to compare the human and physical geography of the region and compare to our local area.</p>	<p><u>Contrasting Locality – Chembakolli</u> <u>Human and physical geography and place knowledge</u> Study and comparison of a contrasting locality – Chembakolli, in India. Describing aspects of the human and physical geography of contrasting city life and rural homes. Compare and contrast with local area: homes, education, industry and leisure.</p>
Year 4	<p><u>Locational knowledge</u> Knowing the seven continents and identify capital cities within Europe. Looking at the location of counties of England.</p> <p>Studying land use patterns (and roads) in the local area and understand how some of these</p>	<p><u>Rainforests</u> <u>Human and physical geography and place knowledge</u> Investigate rainforests around the world (both equatorial and temperate) with a key focus on</p>	<p><u>Geographical Enquiry and fieldwork</u> Using the school grounds to consider how improvements can be made to the use of land. Consider current land use and reasons. Prepare proposals for changes.</p>

	<p>aspects have changed over time.</p> <p>Exploring the influence of the Roman and Saxon invasion upon land use/names in the locality.</p> <p><u>Geographical enquiry</u> Learn to recognise and use OS map symbols.</p> <p><u>Human and physical geography</u></p> <p>Cross-curricular History topic. Make comparisons between maps of 1918, 1939 and present day to see how boundaries of countries and some names have changed.</p>	<p>the Amazon rainforest in South America.</p> <p>Consider the consequences of human activity on the environment (deforestation).</p>	
<p>Year 5</p>	<p><u>Changing landscapes</u> Geographical Enquiry and fieldwork Researching and identifying key geographical features of the UK and understanding how and why some of these aspects have changed over time.</p> <p><u>Human geography and place knowledge</u> Exploring economic activity in the UK, including trade links, and the distribution of natural resources including energy, food, minerals and waters.</p> <p><u>A local study</u> How the landscape of Wigan has changed over time – identify key topographical features, map contour lines, human and physical features, maps, population</p>	<p><u>Rivers and Mountains</u> <u>Physical geography and place knowledge</u> Investigating and researching rivers, mountains, volcanoes and earthquakes.</p> <p><u>Geographical skills and locational knowledge</u> Locate world's countries using maps to focus on Europe and time zones (including day and night) (Cross-curricular links with Science – Earth and Space topic)</p>	<p><u>South America</u> <u>Geographical skills and locational knowledge</u> Locate world's countries – focusing on North and South America, latitude and longitude.</p> <p><u>Place knowledge</u> Understand geographical similarities of a region in the UK and compare to South America through the study of climate, human and physical geography.</p>
<p>Year 6</p>	<p><u>Place Knowledge and Human and Physical Geography</u> Study of an Island – geographical features, life on an island, economic activity, land use, types of settlement</p> <ul style="list-style-type: none"> • Ordnance Survey • Creating own maps • Reading and using key on maps • Grid references 4 & 6 figures 	<p><u>Geographical skills and Locational Knowledge</u> Continued familiarisation with world maps – links to places visited, countries and continents Reading and using key on maps – what can we deduce from this?</p>	<p><u>Geographical skills and Locational Knowledge</u> Continue developing familiarity with world maps, key physical and human characteristics</p> <p>Explore how the boundaries of countries have changed Identifying the position and significance of the longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich</p>

	<ul style="list-style-type: none">• Planning a GAP year – dream journey around the World – homework project Compass points		<p>Meridian</p> <p><u>Place Knowledge and Human and Physical Geography</u></p> <p>Study of an Island – geographical features, life on an island, economic activity, land use, types of settlement</p> <ul style="list-style-type: none">• Ordnance Survey• Creating own maps• Reading and using key on maps• Grid references 4 & 6 figures• Compass points <p>Planning a GAP year – dream journey around the World –Links to Kensuke's kingdom.</p>
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