



Geography Long Term Plan

	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Reception	<p>30 – 50 months: Comments and asks questions about aspects of their familiar world such as the place where they live/natural world.</p> <p><u>Ourselves</u> – own route to School</p> <p><u>People Who Help Us to Keep Safe</u> – journeys from Fire Station etc using Bee-Bots</p>	<p>40 – 60 months: Looks closely at similarities, differences, pattern and change.</p> <p><u>Transport Topic</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>Pirates Topic</u> – Produce maps of treasure islands, compare hot place to their local area.</p>	<p>ELG: Children know about similarities and differences in relation to places.</p> <p>Link to topic <u>Animals and Minibeasts</u> (contrasting different habitats e.g. hot/cold countries Australia/ Antarctica)</p>
Year 1	<p><u>Human Geography</u> Using geographical vocabulary to refer to human features of the environment.</p> <p><u>Journey to school</u> Investigating familiar landscapes using simple maps and features.</p> <p><u>Local area study</u> Local area study, using maps and fieldwork. Learning about Lowton – landscape, human and physical features</p>	<p><u>Locational knowledge</u> Identify United Kingdom, its countries, capital cities and characteristics. Use world maps, atlases and globes.</p> <p><u>Contrasting Locality</u> Study of London, maps, traffic surveys, modes of transport, human and physical features, compare and contrast.</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).</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</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.</p>	<p><u>Seaside Resorts and Contrasting Localities</u></p> <p>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>

	similarities and differences.	Use simple compass directions when using maps.	
Year 3	<p><u>Africa: Egypt</u></p> <p><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></p> <p><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 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> 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><u>Rainforests</u></p> <p><u>Human and physical geography and place knowledge</u></p> <p>Investigate rainforests around the world (both equatorial and temperate) with a key focus on the Amazon rainforest in South America.</p> <p>Consider the consequences of human activity on the environment (deforestation).</p>	<p><u>Geographical Enquiry and fieldwork</u></p> <p>Using the school grounds to consider how improvements can be made to the use of land.</p> <p>Consider current land use and reasons. Prepare proposals for changes.</p>
Year 5	<p><u>Changing landscapes</u></p> <p><u>Geographical Enquiry and fieldwork</u> 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>Rivers and Mountains</u></p> <p><u>Physical geography and place knowledge</u> Investigating and researching rivers, mountains, volcanoes and earthquakes.</p> <p><u>Geographical skills and locational</u></p>	<p><u>South America</u></p> <p><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></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>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>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 • Planning a GAP year – dream journey around the World – homework project Compass points 	<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 Meridian</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 • Compass points <p>Planning a GAP year – dream journey around the World –Links to Kensuke's kingdom.</p>