

Geography - Long term plan (LTP)
Peter Gladwin Primary School



Year A (2022/23) and Year B (2023/24)

John Murr Award 2019 – Wild Beach Programme

John Murr Award 2022 – Benfield Valley Nature Reserve Project

EYFS	Marvellous Me	Let's Celebrate!	Off We Go	Here, There, and Everywhere	Bloom!	Be Wild!
What GEOGRAPHY looks like in the EYFS...	<p align="center"> ~ Using programmable toys and planning a route ~ ~ Role-playing places they have visited, doctors etc ~ ~ Talking about similarities and differences between themselves and others ~ ~ Exploring the local area and talking about meaningful landmarks ~ ~ Following instructions which include positional language ~ ~ Sharing books about our world, the environment, the weather ~ ~ Treasure hunts using simple maps ~ </p>					

KS 1 Year 1	Autumn 1 – Geography Happy Holidays!	Spring 1 – Geography Antarctic Adventure	Summer 1 – Geography Hero Hunters
Focus for learning:	Using the book, <i>The Snail and the Whale</i> and <i>The Go Jetties</i> on Cbeebies the children discover the continents and oceans they visit. The children also been to explore the countries within the United Kingdom and the surrounding seas.	Children learn what the equator is and use a world map to locate hot and cold countries around the world. They learn what it's like to live in the Arctic circle by following a daily diary of a little boy who lives in a small village in Greenland.	Children draw simple maps of the school and plan a route around school for Traction Man. Using maps & atlas's children find map symbols and geographical features. They learn and explain what key features are in their local area.
Trips:		Zoolab Visit	
Location knowledge:	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		
Place knowledge:		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the physical geography of a small area of the UK and a small 	

		area in a contrasting non-European country <i>Portslade/Arctic circle/Alaska/Greenland</i>	
Human and physical geography:		<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify seasonal and daily weather patterns in the UK and the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and field work:	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans Use simple compass directions NSEW, locational and directional language to describe location of features and routes on a map (near & far, left & right) Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school grounds and the human and physical features of its surrounding environment
Key Vocabulary:	<i>Continent, ocean, country, capital city, town, island, UK</i>	<i>Antarctica, Europe, UK, equator, climate, globe, human, physical, atlas, globe, ocean, continent</i>	<i>Compass, direction, fieldwork, map, symbol, buildings, landmark, location, route, map</i>

KS1 Year 2	Autumn 2 - Geography Ocean Adventures	Spring 2 - Geography Location, Location	Summer 2 - Geography Around the World with the Three Bears
Focus for learning:	Children develop a deeper understanding of the United Kingdom and the worlds continents and oceans.	Comparing the United Kingdom and Jamaica. Children explore cultural similarities and differences as well as comparing the human and physical geography and the food of both places.	Children draw simple maps of the school and plan a local route around Portslade. Using maps & atlas's children find map symbols and geographical features. Children describe human & physical features of Ben Nevis. They work together to solve the riddles about the continents and oceans of the world.
Trips:	Sea Life Centre		Local Portslade Walk
Location knowledge:	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name and locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas 		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name and locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
Place knowledge:		<ul style="list-style-type: none"> 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 <i>Portslade/Jamaica</i> 	
Human and physical geography:	<ul style="list-style-type: none"> Identify the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
Geographical skills and field work:	<ul style="list-style-type: none"> Use world map, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> Use world map, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> Use simple compass directions NSEW, locational and directional language to describe location of features and routes on a map (near & far, left & right) Use aerial photos and plan perspectives to recognise

			<p>landmarks and basic human and physical features, devise a simple map; use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school grounds and the human and physical features of its surrounding environment • Use world map, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans
Key Vocabulary:	<i>Beach, cliff, coast, sea, ocean, town, river, season, weather, city, town, capital, map, atlas</i>	<i>Jamaica, North America, Caribbean, tropical, rainy season, hurricane</i>	<i>Map, features, symbol, compass, aerial view, direction, route, local area, distance, transport, bird's-eye view, ground level, view</i>

Lower KS2 Year A	Autumn A Raiders and Traders	Spring A – Geography Extreme Earth	Summer A – Geography Rumble in the Jungle
Focus for learning:		<p><u>Volcanoes & Earthquakes</u></p> <p>Children learn all about Earth! They discover how it is formed and what the different layers are. They also learn about how volcanoes are formed and why there are earthquakes?</p>	<p><u>South America – Rainforests</u></p> <p>Children learn to locate countries, key physical characteristics and biomes in South America. They will focus in on the Amazon river and rainforest and the environmental impact of economic activity on the area and the world.</p>
Trips:			
Locational knowledge:		<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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:			
Human and physical geography:		<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes and earthquakes</u>, and the water cycle 	<p><u>Travel up the Amazon</u></p> <ul style="list-style-type: none"> Describe and understand Types of settlement and land use economic activity, trade links and the distribution of natural resources, including energy, food minerals and water <p>(Comparison with the city of Rio)</p> <p><u>In-depth study of South America</u></p> <ul style="list-style-type: none"> Understand geographical similarities through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America
Geographical skills and fieldwork:			<ul style="list-style-type: none"> Use world maps, atlases and digital computer mapping (Google Earth) to locate countries and describe features studied
Key Vocabulary:		<i>Cumulonimbus cloud, erupt, fossils, magma, tectonic plates, coordinates, hemisphere, observatory, polar, precipitation</i>	<i>Rainforest, equator, tropic of Cancer and Capricorn, forest floor, understory, canopy, emergent layer, deforestation, habitat</i>

Lower KS2 Year B	Autumn B – Geography Up, Up and Away	Spring B – Geography Amazing Africa	Summer B Tools and Tribes
Focus for learning:	Children study and use different maps understanding what the symbols are. Children learn grid references and use compass directions to help them navigate.	What and where is Africa? Children become experts in the human and physical geography of Africa.	
Trips:	Devil's Dyke		
Locational knowledge:	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom 	<ul style="list-style-type: none"> 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 	

		<p>regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> 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:			
Human and physical geography:	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	
Geographical skills and fieldwork:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	

Key Vocabulary:	<i>Boundary, coordinate, key, location, plan view, scale drawing, symbol, satellite Image, intercardinal direction, os map, scale</i>	<i>Biome, vegetation belt, climate zone, trade, import, export, Fairtrade, natural resources, physical & human features, population, wealth, cash crops</i>	
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Upper KS2 Year A	Autumn A Reach for the Stars	Spring A – Geography (<i>light touch</i>) We'll meet again	Summer A - Geography Secrets of the Nile
Focus for learning:		Children explore what other countries were involved in WWII and research ways in which the Sussex coastline was protected from invasion by sea and air.	Where is Egypt? Children study river features. They look specifically at the route of the Nile and compare it to other rivers around the world.
Trips:			
Locational knowledge:		<ul style="list-style-type: none"> • 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 • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> • 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
Place knowledge:			
Human and physical geography:			Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes

			<p>and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> 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
Geographical skills and fieldwork:		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Key vocabulary:			<i>Source, mouth, tributary, estuary, delta, channel, confluence, erosion, reservoir, dam, meander, oxbow lake, deposition, Mile, Amazon, Yangtze, Mississippi, Thames</i>

Upper KS2 Year B	Autumn B Into the Unknown	Spring B Treasures of Ancient Greece	Summer B Beaches and Boats
Focus for learning:	Children develop their knowledge of ordnance survey maps and use eight compass points to describe routes on a map. They study Sheffield and how the land has changed overtime.		Children study the Brighton coastline and identify coastal sea defences. They learn about the water cycle. They learn about how has Birling Gap changed in the last century and how the land and sea use have changed over time.
Trips:	Southwick Hill Bowles		Brighton Beach/Wind Farm
Locational knowledge	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle, the Prime /Greenwich Meridian and time zones (including day and night) 		<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Place knowledge			
Human and physical geography	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, 		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes

	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*Light touch – climate change</p>		<p>and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • 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
Geographical skills and fieldwork	<ul style="list-style-type: none"> • Use the eight points of a compass, four and six figure grids and an ordnance survey map to build their knowledge of the UK and the wider world • Use field work to record features in the local area using a range of methods including sketch maps plans and graphs including digital technology 		<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use field work to record features in the local area using a range of methods including sketch maps plans and graphs including digital technology
Key vocabulary:	<p><i>Lines of latitude, lines of longitude, continent, grid square, scale, relief, compass, physical features, human features, density, ordnance survey map, symbols, northing, eastings, atlas</i></p>		<p><i>Coast, erosion, landforms, tide, caves, arches, stacks, stumps, revetments, seawalls, sediment, gabions, groynes, longshore drift</i></p>