



Templenewsam Halton Primary Geography Long Term Plan



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	Autumn	Spring	Summer
Nursery	<p><i>Children will learn about:</i> Fieldwork (school grounds) Respect and care for the natural environment Seasons – Autumn, day and night</p>	<p><i>Children will learn about:</i> Explore natural materials using senses Seasons – Winter and Spring Animals and different types of homes</p>	<p><i>Children will learn about:</i> Simple maps Seasons – Summer</p>
Reception	<p><i>Children will learn about:</i> Autumn changes (including leaf study) Talk about family and local community Similarities and differences between our country and others</p>	<p><i>Children will learn about:</i> Winter changes (including ice study) Recognise some environments are different to the one in which we live Easter/Spring changes (including new life) Where do we live? (Map of the UK)</p>	<p><i>Children will learn about:</i> Observing and growing plants (including plant experiment) Maps of the local area Local buildings/statues/areas of importance</p>
	<p>Understand the effects of the changing seasons on the natural world around them Describe what they see, hear and feel whilst outside</p>		
Year 1	<p><u>Weather and Climate</u> What if it never rained? <i>Children will learn to:</i> Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><u>The United Kingdom</u> What if London wasn't the capital of the United Kingdom? <i>Children will learn to:</i></p>	<p><u>Local Area Study</u> What makes our area special? <i>Children will learn to:</i> - use simple fieldwork and observational skills to study the geography of their school</p>

		<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p>	<p>and its grounds and the key human and physical features of its surrounding environment - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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</p>
Year 2	<p><u>Continents and Oceans</u></p> <p>What if all the continents were joined together?</p> <p>Children will learn to:</p> <p>Name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the continents and oceans - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><u>Hot and Cold Places</u></p> <p>What if you and your family moved to a hot country?</p> <p>Children will learn to:</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>	<p><u>Mugumareno Village – Zambia</u></p> <p>What would it be like if we lived in Mugumareno village?</p> <p>Children will learn to:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - 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 - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>

<p>Year 3</p>	<p><u>Volcanoes</u></p> <p>What if volcanoes erupted every day?</p> <p>Children will learn to:</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>North America</u></p> <p>Why do over half of the North American population not own a passport?</p> <p>Children will learn to:</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, and time zones (including day and night)</p> <p>Describe and understand key aspects of: - 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</p>	<p><u>Rivers – Ancient Egypt</u></p> <p>What if rivers were the only way to get about?</p> <p>Children will learn to:</p> <p>Describe and understand key aspects of physical geography, including: rivers and the water cycle - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links - name and locate key topographical features of the UK (including rivers) and land-use patterns - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Year 4</p>	<p><u>European Region – Greece</u></p> <p>What if I was responsible for selling holidays to Greece/Italy?</p> <p>Children will learn to:</p> <p>Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand geographical similarities and differences through the study of human and</p>	<p><u>Climate Zones</u></p> <p>What if the Equator ran through the UK?</p> <p>Children will learn to:</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - describe and understand key aspects of: physical geography, including: climate zones</p>	<p><u>South America – Rio and SE Brazil</u></p> <p>What would be different if I lived in Brazil?</p> <p>Children will learn to:</p>

	physical geography of a region in a European country - 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		
Year 5	<p><u>Rainforests</u></p> <p>What if it didn't rain in the rainforests?</p> <p><i>Children will learn to:</i></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - 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</p>	<p><u>South America – The Amazon</u></p> <p>What if the Amazon Rainforest was built on an island?</p> <p><i>Children will learn to:</i></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator</p>	<p><u>Mountains</u></p> <p>What if all cities were built on mountains?</p> <p><i>Children will learn to:</i></p> <p>Describe and understand key aspects of physical geography, including: mountains - 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</p>
Year 6	<p><u>The UK – Wind Farms</u></p> <p>What if wind farms were the UK's only source of energy?</p> <p><i>Children will learn to:</i></p> <p>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</p>	<p><u>Earthquakes</u></p> <p>What if the UK was on a plate boundary?</p> <p><i>Children will learn to:</i></p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Local Area Study</u></p> <p>How important is our local area?</p> <p><i>Children will learn to:</i></p> <p>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</p>

	understand how some of these aspects have changed over time - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		understand how some of these aspects have changed over time Understand the land use of local places around Templenewsam and Leeds
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