



Templenewsam Halton Primary Geography Long Term Plan



	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 style="text-align: center;"><u>Weather and Climate</u> What if it never rained?</p> <p><i>Children will learn to:</i> Identify seasonal and daily weather patterns in the United Kingdom</p>	<p style="text-align: center;"><u>The United Kingdom</u> What if London wasn't the capital of the United Kingdom?</p> <p><i>Children will learn to:</i></p>	<p style="text-align: center;"><u>Local Area Study</u> What makes our area special?</p> <p><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>
<p>Year 2</p>	<p><u>Continents and Oceans</u> What if all the continents were joined together?</p> <p><i>Children will learn to:</i> 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> What if you and your family moved to a hot country?</p> <p><i>Children will learn to:</i> 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> What would it be like if we lived in Mugumareno village?</p> <p><i>Children will learn to:</i> 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><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>North America</u></p> <p>Why do over half of the North American population not own a passport?</p> <p><i>Children will learn to:</i></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><i>Children will learn to:</i></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><i>Children will learn to:</i></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><i>Children will learn to:</i></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><i>Children will learn to:</i></p>

	<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</p>		
<p>Year 5</p>	<p><u>Rainforests</u> What if it didn't rain in the rainforests? <i>Children will learn to:</i> 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> What if the Amazon Rainforest was built on an island? <i>Children will learn to:</i> 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> What if all cities were built on mountains? <i>Children will learn to:</i> 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>
<p>Year 6</p>	<p><u>The UK – Wind Farms</u> What if wind farms were the UK's only source of energy? <i>Children will learn to:</i> 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> What if the UK was on a plate boundary? <i>Children will learn to:</i> 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> How important is our local area? <i>Children will learn to:</i> 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 Temple Newsam and Leeds
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