



# Geography Long Term Plan

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

|                  |         | Autumn 1  | Autumn 2   | Spring 1                              | Spring 2                                     | Summer 1                          | Summer 2   |                           |
|------------------|---------|---|--|---------------------------------------|--|-----------------------------------|--|---------------------------|
| Curriculum Map A | Class 1 | Autumn all Around Us                                      | It's Cold Outside  | It's a Kind of Magic                  | Once Upon a Time                             | Coast to Coast                    | What a wonderful world   |                           |
|                  |         | Change / Planning and decision making                     | Location and Place   | Location and Place                    | Planning and decision making                 | Change / Cause Effect             | Location and Place   |                           |
|                  |         | Scarecrow location  | Observing cold changes   | Journey Stick                         | Local bridges - walk                         | Playology – features of coastline | Map of the school grounds                                      |                           |
|                  | Class 2 | My Local Area   | Battle of Hastings   | Kenya                                 | Toys   | Captain Cook                      | Seaside  |                           |
|                  |         | Location and Place / Change                               |  | Location and Place / Change           |  |                                   | Change / Cause and Effect                                      |                           |
|                  |         | Geography of school map making / questionnaire to improve |  | Weather forecast – comparing data     |  |                                   | Coastal Visit<br>Annotate photographs<br>Observational drawing |                           |
|                  | Class 3 | Romans  | Vikings  | Extreme Earth                         |  | Whitby                            | Ancient Egypt  |                           |
|                  |         |   |  | Cause and effect / Location and Place |  |                                   |  | Location and Place        |
|                  |         |   |  |                                       |  |                                   |  | Coastal Visit / Landscape |
|                  | Class 4 | WWI   | WWII<br>OS map of residential location to identify what the place looks like BEFORE the visit and again after to describe routes, location, features | The Americas: History of the Maya     | Physical and Human Geography of the Americas | Titanic                           | Enough for everyone (resources /power)                         |                           |
|                  |         |   |  |                                       | Cause and Effect                             |                                   | Planning and Decision Making                                   |                           |
|                  |         |   |  |                                       | Investigate environmental issues             |                                   | Power station – photographs with iPads                         |                           |



| Curriculum Map B |                             | Autumn 1                                      | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|------------------|-----------------------------|---|--|---|--|--|---|
|                  |                             | Class 1                                       | All Creatures Great and Small<br>Location and Place – features of our environment<br>Petting zoo | Come and Join the Celebration<br>Location and Place                                 | Dinosaur Explorers<br>Planning and decision making               | If You Go Down to the Woods<br>Stichell house wood   | It's Time for a Change<br>Change<br>Seasons walk Greatham |
| Class 2          | China<br>Location and Place | Great Fire of London                          | History of Greatham School<br>Map of Greatham village<br>Google maps satellite/street view       | Food and Farming<br>Planning and Decision Making<br>Farm visit – photographs to use | Kings and Queens   | The World<br>Location and Place  |   |
| Class 3          | Victorians                  | Entertainment in the 20 <sup>th</sup> century | Rainforests<br>Planning and decision making  | Chocolate   | Stone Age<br>Land-use Patterns                                   | All around the world<br>Location and Place   |   |
| Class 4          | Ancient Greece              | Modern Greece<br>Location and Place / Change  | Rivers<br>Change<br>River visit drawing and labelling  | History of Hartlepool<br>Walk, observe and annotate NLS maps<br>History Museum      | Mountains<br>Location and Place<br>Photographs Landscape drawing | The Great Outdoors<br>Planning and Decision Making<br>Paper copies of OS maps to plot a safe walk for whole class / family |   |



| Procedural knowledge and skills |                    |
|---------------------------------|--------------------|
| Planning and Decision Making    | Cause and Effect   |
| Change                          | Location and Place |

*Within geographical skills, pupils learn to interpret spatial representations, particularly maps, globes and atlases, and construct their own plans and maps. Pupils also draw on these skills to support their knowledge of environmental, physical and human systems and also to gain a sense of place. This aspect of geography is widening as governments and commerce recognise the value of it and technology advances.*

## Skills development

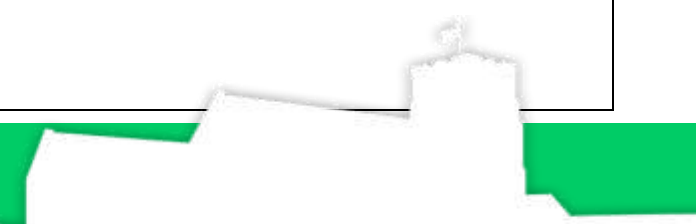
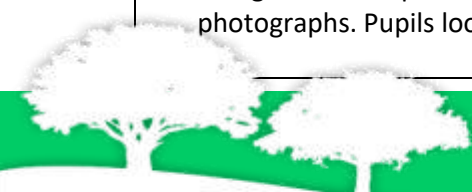
### Concept of place

Our concept of our place in the world grows like the ripples made by a pebble dropped into a pond. At first the child knows their home and garden, then the local streets and shops and the way to play-group. As they grow older their recognition of their world grows to include the village or town, beyond their local estate and on to holiday destinations.

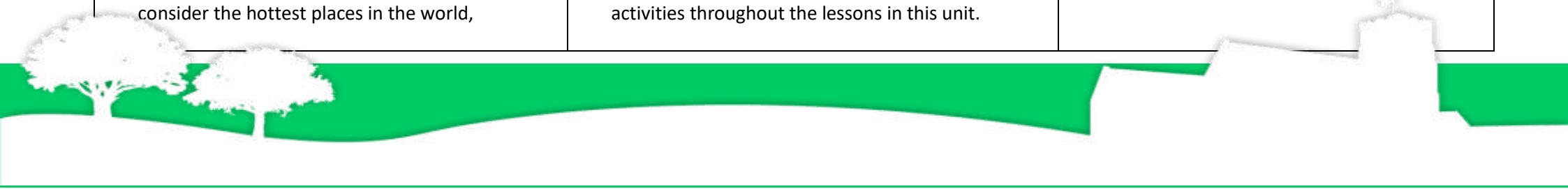
### Concept of change

Places change with the seasons and over longer periods of time. Gardening projects help children to understand the former and watching the demolition of a local building or the steady growth of new houses show the latter. Make children aware of the changes that occur in the world around them with frequent visits to see these changes in progress.

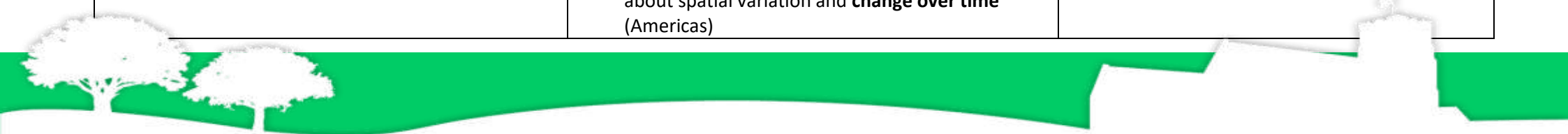
| Location and Place  | Change   |  |
|---|--|--|
| <b>EYFS</b>   |  |  |
| <ul style="list-style-type: none"> <li>In EYFS, pupils are introduced to Location and Place through topics such as:               <ul style="list-style-type: none"> <li>It's Cold Outside</li> <li>It's a Kind of Magic</li> <li>What a Wonderful World</li> <li>Come and Join the Celebration</li> <li>Planet Earth</li> </ul> </li> <li>In Planet Earth, pupils look at photographs from different countries and discuss what they can see in regards to the place and the people within the photographs. Pupils look at these countries on a</li> </ul> | <ul style="list-style-type: none"> <li>In EYFS, pupils are introduced to change in 'Autumn All Around Us' where pupils observe changes in the weather using their own symbols on a daily weather chart (could this be an all year round activity?)</li> <li>'It's Cold Outside' supports pupils in observing the cold changes during the winter months where children walk the local area to identify changes</li> <li>'It's Time for Change' allows chn to observe changes when growing things between the changing seasons. Pupils grow beans / cress which enables them to see quick changes happening</li> </ul> |  |



|  |   |  |
|--|---|--|
| <p>globe, focusing on the country sizes, location, proximity to water etc.</p> <ul style="list-style-type: none"> <li>• Pupils know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Children talk about and describe people and places in the local area using journey sticks to explore the local area (Greatham)</li> </ul>   |   |  |
| <b>KS1</b>   |   |  |
| <ul style="list-style-type: none"> <li>• In KS1, pupils build on prior knowledge of location and place within topics such as: <ul style="list-style-type: none"> <li>○ My Local Area</li> <li>○ Kenya</li> <li>○ China</li> <li>○ The World</li> </ul> </li> <li>• In 'My Local Area', pupils consider what they know about their local area from village to country. Through mapwork, pupils talk about and compare features of their local area, creating their own local area map.</li> <li>• Pupils widen their understanding of local area by comparing and contrasting localities in the UK (Hartlepool, London, England).</li> <li>• In 'The World', pupils build on their prior knowledge by learning about the world's seven continents and five oceans and the names and locations of the four countries and capital cities of the United Kingdom.</li> <li>• Build on prior knowledge of weather and cold places by looking at the coldest places in the world (North and South Pole). Pupils can then consider the hottest places in the world,</li> </ul> | <ul style="list-style-type: none"> <li>• In KS1, pupils build on their prior knowledge of change and what the word 'change' means by applying this to their study of the local area. Pupils, understand ways that we can change the local area suggesting improvements.</li> <li>• Through school map making and questionnaires (home and school)</li> <li>• Children use maps of the local area and the school plans compared to the school grounds to see changes then and now – what were the reasons for these changes? Connections made to decision making and location</li> <li>• Pupils will build on their understanding of change in their local area by applying this learning to a contrasting country – Kenya. Here they will look at how the landscapes of Kenya have changed (skyscrapers etc).</li> <li>• In the topic 'Seaside', pupils will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. They develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</li> </ul> |  |



|   |  |  |
|---|--|--|
| <p>introducing pupils to the equator (supported by teaching of Kenya).</p> <ul style="list-style-type: none"> <li>• Make comparisons between the UK and life in another country. Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/Kenya, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</li> </ul> |  |  |
| <b>LKS2</b>   |  |  |
| <ul style="list-style-type: none"> <li>• In the topic, Rainforests and Around the World, Pupils build on their understanding of the world by being able to describe a location in relation to the equator, tropics, hemispheres and poles.</li> <li>• Pupils can use this knowledge to compare and give reasons for the different lifestyles within a country or area of a country due to its location</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils learn of the changes made over time in the topic 'rainforests', understanding the former and latter due to deforestation. Here pupils make connections to decision making – why these changes are being made and are these changes the right changes to make?</li> <li>• Understand how human and physical characteristics have changed over time in the context of Whitby – how has Whitby changed? How does this compare to the changes made in our local area?</li> </ul> |  |
| <b>UKS2</b>   |  |  |
| <ul style="list-style-type: none"> <li>• In 'The Great Outdoors' and 'River Tees', pupils build on their locational understanding by describing locations in relation to land use and look for patterns in the locations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and <b>change over time</b> (Americas)</li> </ul>  |  |



- Pupils explore climate change and the contributors to this change in 'Enough for everyone' related to resources needed from country to country
- Pupils build on their understanding of comparable studies, reflecting on how changes have been made to Greece as a result of tourism
- Identifying and explaining changes, including changes along the course of a river, dictated by water flow, volume and topography of the surrounding area
- How are rivers altered by human activity, either through man-made works or the impact of activity such as farming and industry

[7 Concepts of Geography - Geography \(weebly.com\)](http://www.weebly.com)

