

Geography: Long Term Plan

Year 1			
TERM	AUTUMN Weather How does the weather change throughout the seasons?	SPRING Mapping How can a map help us?	SUMMER Local Geography What can we see in Aston?
	<p>To understand the types of weather we experience in the UK.</p> <p>To understand and describe the different features of the weather.</p> <p>To make comparisons between weather on the same day and across a week.</p> <p>LO: To use different equipment to measure the weather.</p> <p>To understand what a weather chart/forecast is and how it is used to record the weather.</p> <p>To understand the dangers of weather – extreme weather.</p> <p>To make comparisons between weather types in two different locations.</p> <p>To understand that weather is linked to a country's position – equator.</p> <p>To make simple observations of human and physical features of two different places.</p>	<p>To understand what aerial view is and aerial photographs are.</p> <p>To understand what maps are and how they are used</p> <p>To use directional and locational language to describe the location of features and routes on a map</p> <p>To understand what a compass is and how it used.</p> <p>To understand compass directions</p> <p>To know how to follow a route on a map.</p> <p>To mark familiar places on simple maps – school.</p> <p>To draw a simple map of a familiar place - school.</p> <p>To include simple symbols and a key.</p> <p>To describe simple, familiar routes</p>	<p>To use simple fieldwork and observational skills.</p> <p>To identify human and physical features of a locality (Aston)</p> <p>To take and use digital photos to describe an area</p> <p>To identify human and physical features on routes/ maps (Locality)</p> <p>To know and use directional and locational vocabulary to describe a route.</p> <p>To use compass directions to describe a route.</p> <p>To draw a simple map of the local area.</p> <p>To include simple symbols and a key.</p>

Year 2

TERM	AUTUMN The United Kingdom What do I know about the United Kingdom?	SPRING Continents and Oceans What do I know about our world?	SUMMER Maps and comparing my local area to a non-European country Where would you rather live and why?
	<p>To name and locate the four countries that make up the UK and its surrounding seas.</p> <p>To identify capital cities and main characteristics of the four countries in the UK (England, Wales, Scotland, Northern Ireland)</p> <p>To understand what human and physical geography is.</p> <p>To identify and compare the physical and human geographical features between Birmingham and another locality.</p> <p>To use maps to identify physical and human geography.</p> <p>To use geographical language to describe a locality and explain its features.</p> <p>To understand how paths, roads air and sea link different cities and countries.</p> <p>To plan a route using different transport links.</p>	<p>Name and identify continents (7) and oceans (5).</p> <p>To understand the differences between countries and continents.</p> <p>Use maps to locate key countries within the seven continents.</p> <p>To understand the differences between seas and oceans.</p> <p>North and South Pole/Equator – how these effect climate.</p> <p>To know the threats that face our oceans and some of the ways we can help to protect them.</p> <p>To use aerial photographs and maps to locate features of a place.</p> <p>To identify and name coastal features.</p>	<p>To identify the Noth Pole/Suth Pole/equator on a map.</p> <p>To describe how climate is affected by countries position on the world map and where it sits in relation to the equator.</p> <p>To describe the human and physical features of a non-European country.</p> <p>To compare and contrast the physical geography of 2 places with differing climates.</p> <p>To compare and contrast the human and physical geography of a non-European city with a city in the UK (Birmingham)</p>

Year 3

TERM	AUTUMN Hills and Settlements What can we discover about a place from a map?	SPRING Rivers and Climate How does the River Nile affect Egypt	SUMMER Greece What is it like to live in Greece?
	<p>To describe different types of settlements and their features.</p> <p>To understand the term settlement and explore reasons why people settle</p> <p>To understand how to use maps, atlases, globes and aerial photographs to gain information about land use.</p> <p>To use maps to identify and describe the human and physical features of a place</p> <p>To use symbols and keys when reading maps.</p> <p>To identify areas of flat/steep land on a map.</p> <p>To understand and interpret contour lines.</p> <p>To create a map using OS symbols.</p> <p>To understand what hills are and how they are used by humans</p>	<p>To understand climate and that different places have different climates.</p> <p>To be able to explain how a countries climate is affected depending on which hemisphere it fits in and how close it is to the equator.</p> <p>To locate the position of Northern and Southern Hemisphere.</p> <p>To be able to describe what places are like, using a wide range of geographical terms.</p> <p>To name and locate significant rivers in the UK and around the World.</p> <p>To be able to identify the parts of a river and understand how land use is different along the river's course.</p> <p>To identify and explain how land use has changed.</p> <p>To make comparisons between localities in the same country.</p>	<p>To locate a country, cities and oceans using maps.</p> <p>To identify landmarks, features, human (ports, airports etc.) and physical geography (seas, rivers) of a specific locality.</p> <p>To make comparisons between 2 differing localities, looking at the complete geography of each, including climate.</p> <p>To use and interpret data to make comparisons.</p> <p>To understand tourism in a country.</p> <p>To use digital maps to identify land use.</p> <p>To understand and compare environmental issues of two regions.</p>

Year 4

TERM	<p style="text-align: center;">AUTUMN Earthquakes and Volcanoes How are volcanoes formed and earthquakes caused?</p>	<p style="text-align: center;">SPRING Counties and Coasts How does the sea change the coastline?</p>	<p style="text-align: center;">SUMMER Mountains Where are the European mountain ranges?</p>
	<p>To understand the formation and structure of volcanoes.</p> <p>To use knowledge of continents and countries to find volcanoes on a map.</p> <p>To know how volcanic eruptions happen.</p> <p>To know the 5 features of an eruption.</p> <p>To understand what causes an earthquake.</p> <p>To name the different layers of the earth's structure.</p> <p>To locate the world's biggest earthquakes – prime meridian, equator, and four figure grid references.</p> <p>To investigate the deadly features of an earthquake.</p> <p>To know the impact of volcanoes and earthquakes.</p>	<p>To name and locate counties and cities of the UK.</p> <p>To identify key coastal features and know how key coastal features are formed.</p> <p>To explain what coastal erosion is</p> <p>To understand how beaches are formed.</p> <p>To explain how climate change is affecting coastal areas.</p>	<p>Identify the position of the Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To locate European countries and cities.</p> <p>To locate physical features (mountains) – topographic maps.</p> <p>To understand how mountains are formed.</p> <p>To understand the features and climate of mountainous regions.</p> <p>To make comparisons between different countries using topographic maps and forecasts/photos.</p>

Year 5

TERM	AUTUMN Biomes What are the main biomes of the world?	SPRING Renewable and non-renewable energy sources How do energy sources affect our world?	SUMMER The British Empire What was the British Empire?
	<p>I can identify the different climate zones.</p> <p>To understand the climate zones of the world in relation to the tropics and the equator</p> <p>To identify the biomes of the world.</p> <p>To know the features of different biomes.</p> <p>To locate all the various biomes in a non-European country (grassland, tundra, forest, and desert), explaining why they are located where they are.</p> <p>To understand the impact of human behaviour on different biomes.</p>	<p>To understand the difference between renewable and non-renewable energy.</p> <p>To use six figure grid references, symbols and keys to locate coal mining cities in the UK.</p> <p>To know the impact of coal-mining and wind farms on the local environment.</p> <p>To understand why and how energy is traded around the world.</p> <p>To understand the impact of non-renewable energy on the Earth's environment.</p> <p>To evaluate views and opinions of non-renewable energy and its impact on climate change.</p>	<p>I can locate key countries that were part of the British Empire on a map.</p> <p>To explain the historical significance of the British Empire in a geographical context.</p> <p>To understand how the British Empire changed over time.</p> <p>To understand the economic activities and resources that were important to the British Empire.</p> <p>To understand the trade routes and transportation networks of the British Empire.</p> <p>To describe and compare the different human and physical features within different British colonies in the British empire.</p> <p>To discuss the lasting influence of the British Empire in terms of human geography.</p> <p>To explain how physical geography influences human activities and settlement patterns.</p>

Year 6

TERM Topic	AUTUMN South America and Deforestation How do circumstances in Brazil affect humans and the environment?	SPRING The Commonwealth How are the Commonwealth countries protecting the environment?	SUMMER Migration What is the impact of migration on Britain?
	<p>To locate S America on a map.</p> <p>To identify key countries and cities within S America.</p> <p>To describe and identify the human and physical geography within an area of S America (map work)</p> <p>To create a case study comparing an area of the UK to an area within S America (including maps)</p> <p>To understand and explain how rivers are formed (retrieval)</p> <p>To understand river erosion and its impact</p> <p>To understand key aspects of a rainforest biome.</p> <p>To understand the impact of deforestation.</p> <p>To use a range of geographical language to explain how living things exist and survive/don't survive in different biomes.</p>	<p>To locate countries on a world map.</p> <p>To locate countries from the commonwealth using latitude and longitude and key cities and places within them.</p> <p>To identify Prime/Greenwich Meridian and time zones.</p> <p>To use 6 figure grid references when reading and creating maps - latitude and longitude.</p> <p>To know environmental issues related to the commonwealth – sustainability, water use, climate change.</p> <p>To know that global water use varies and is linked to latitude, climate, and amount of agriculture and industry in a place.</p>	<p>To identify countries on a map linked to migration to the UK</p> <p>To explore and explain the geographical factors that lead to people migrating</p> <p>To name and locate areas within Birmingham and understand how it has changed over time. (Impact on migration)</p> <p>To ask geographical questions about Birmingham and use a 6 figure grid to map out the route from a local area to Birmingham City Centre using directional vocab such as the 8 compass points.</p> <p>To use maps, globes, images and digital photography to compare and contrast the landscape of Birmingham over time.</p> <p>Use a range of fieldwork techniques to present the human and physical features in their local area</p> <p>To evaluate views and opinions to geographical issues/events -, migration</p>