



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

GEOGRAPHY : CURRICULUM : LONG TERM PLAN



	AUTUMN TERM	SPRING TERM	SUMMER TERM
Y1	<p><u>'Where do we live? Local area</u> Geographical Skills & Fieldwork</p> <p>CORE LEARNING</p> <ul style="list-style-type: none"> To describe my journey to school. To talk about local landmarks around my school. To create a plan of my classroom. To locate St Sebastian's on a map To talk about a journey describing your movement and what you might see. <p><i>PREVENT: C2 My community/C3 Local Community/D2 Internet</i></p>	<p><u>United Kingdom - capitals and cities</u> Geographical Knowledge / Geographical Skills & Vocabulary</p> <p>CORE LEARNING</p> <ul style="list-style-type: none"> To recognise and communicate key features of both a city and the countryside. To name the four countries of the UK. To recognise what is meant by the term landmark. To identify human and physical features across the UK (e.g. Mountain ranges, National Parks, Famous Landmarks etc.) To identify the capital cities of the UK. To recognise some of the features of a given UK location. <p><i>PREVENT: C4: acceptance of different cultural traditions / C5: diversity / C6: Global community / C9: community cohesion.D2 Internet</i></p>	<p><u>Animal Kingdom: Where do different animals live?</u> Place Knowledge / Geographical Skills & Vocabulary</p> <p>CORE LEARNING</p> <ul style="list-style-type: none"> Know that the Emperor penguin lives in Antarctica and describe its location Know that pandas come from Asia and describe its habitat To locate Africa on a map and describe it Describe the home of a hedgehog (lesson 4) using place knowledge to support Recognize and describe local habitats Know what migration is Know that animals move over the course of year Locate North and South America. To recognise and name some continents on a map <p><i>PREVENT: A3: respect for others / B2: rights and responsibilities / B6: mutual respect / B9: Acceptance of others' beliefs & faiths / C4: acceptance of different cultural traditions / C5: diversity / C6: Global community / C9: community cohesion.</i></p>
Y2	<p><u>'What are seasons?'</u> Human & Physical / Geographical Vocabulary</p>	<p><u>'Great British Picnic: Where does our food come from?'</u> Locational Knowledge / Geographical Vocabulary, Skills & Fieldwork</p>	<p><u>What a Wonderful World</u> Locational & Place Knowledge / Geographical Skills</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p>

	<p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> Name and describe changes in the weather Name the seasons and describe the basic UK seasonal weather patterns Assist in taking repeated observations and record these using symbols Name some different parts of the UK and state that the weather may vary there. To locate the polar regions using a map and globe. To recognise that weather is warmer at the equator <p><u>PREVENT: C6 Global community</u></p> <ul style="list-style-type: none"> 	<p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> Identify foods that can be bought on the local high street Explain that many different types of food come from the UK. Understand what cereal crops become and where everyday products like milk come from <p><u>PREVENT: B1 British Values and Cultures / B4 Equality / C7 Migration / C4 Acceptance and understanding of different cultural traditions / C9 Community cohesion</u></p>	<ul style="list-style-type: none"> Know the 7 different continents and locate on a map Know the 5 oceans and locate on a map Use geographical vocabulary to describe different landscapes from different continents. E.g. mountains, rivers, cities, beach, coast, farm, port, harbor. Know what a journey line is and use simple compass points (N, S, E, W) use a journey line to plan a trip from where the children are (SS/SC) to another country know on a map where hot and cold countries are located e.g. cold: Canada, Greenland, Finland hot: Ecuador, Kenya, Qatar know that the UK is located in the continent of Europe use geographical vocabulary to describe some features of European countries analyse aerial photographs of local area and Crosby beach. know basic human and physical features based on aerial photographs e.g. beach, coast, forest, sea, river, city, houses, village. <p><u>PREVENT: A3: Respect for others / C4: Accepting different cultural traditions / C5: Diversity / C6: Global Community</u></p>
Y3	<p><u>Where on earth are we?</u> Geographical Knowledge</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> Explain the relationship between globes and maps Describe longitude and latitude 	<p><u>Climate cool</u> Geographical Knowledge</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> Indicate the tropical, temperate and polar climate zones on a globe or map Describe the characteristics of these zones 	<p><u>Beside the Seaside</u> Geographical Knowledge</p> <p>CORE LEARNING By the end of this unit, children will:</p> <ul style="list-style-type: none"> Know different coastal places in the UK including Hebrides, Cornwall, Morecambe, Whitby. Locate different coastal places on a map

	<ul style="list-style-type: none"> • Locate the Prime/Greenwich Meridian on a globe and world map • Describe day and night in relation to the Earth's rotation on its own axis • Correctly use most of the key vocabulary <p><i>PREVENT: B10: Respect for public institutions /C6: The global community / D1: Staying Safe</i></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Describe and compare some biomes using appropriate vocabulary. • To identify and name a range of local deciduous trees. • To identify animals which are suited to our local climate. <p><i>PREVENT C3: The Local Community</i></p>	<ul style="list-style-type: none"> • Know about the South West Coast of England • Be familiar with the 8 compass points and use these to navigate a map • Use geographical vocabulary to describe physical and human features of coasts • Have researched St Ives, Cornwall and look at the human impact on the coast. • Share their knowledge of Coasts around the UK emphasising the human and physical features <p><i>PREVENT: B1 British Values and Cultures/B4 Equality</i></p>
Y4	<p><u>North and South America- Can you come on a great American road trip?</u></p> <p>Geographical Knowledge</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> • Use a map to identify States in North America • Use eight compass points to locate cities in North & South America • Relate 'continent', 'country', 'state' and 'city' in the context of the Americas • Describe settlement and road patterns of some North and South American cities from satellite images and photographs • Describe some regions in North and South America. <p><i>PREVENT C6: The Global Community/ C5: Diversity / C1: What is a community? / C9: Community cohesion / A7: Stereotyping</i></p>	<p><u>Rivers: How does water go round and round?</u></p> <p>Geographical Knowledge</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> • Describe some threats to the health of our planet • Name several common minerals • Explain where minerals are found around the world • Describe some renewable and non-renewable energy sources • Explain how humans rely on the oceans • Describe some threats to our oceans • Understand ways to make school more sustainable • Identify an important environmental issue. • Plan and carry out an enquiry into sustainability in school • Understand ways to improve the health of our planet <p><i>PREVENT C6 The global community / C7 Migration / C10 Contributing positively</i></p>	<p><u>Earthquakes and Volcanoes - Can the Earth shake, rattle and roll?</u></p> <p>Geographical Knowledge</p> <p>CORE LEARNING By the end of this unit, children will:</p> <ul style="list-style-type: none"> • Be able to give examples of how earthquakes are caused using key geographical vocabulary such as tectonic plates • Know the process of an erupting volcano • Know specific vocabulary including active, dormant or extinct to describe volcanoes • Know that living near volcanoes can be safe and there are benefits • Know that landscapes are changeable and humans make adaptations to their living environments to thrive • Understand current volcanic activity using media such as news articles / videos to support • Know the key topographical features of a volcanic landscape

	<p><i>F7: Staying safe in society / E1: Power of the press / C4: Acceptance and understanding of different cultural traditions</i></p>		<ul style="list-style-type: none"> Use key vocabulary to describe a volcanic eruption e.g. lava, erupt, magma. <p><i>PREVENT C6 The global community</i></p>
<p>Y5</p>	<p><u><i>How is our country changing?</i></u></p> <p>Geographical Understanding</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> With the use of topographical maps describe my local area. Describe how a region of the UK has changed over time Understand that change within an area is continual Describe what their local area was like in the past Understand that their local area will continue to change Offer opinions on their local area at present and the changes underway <p>Use appropriate geographical vocabulary to describe change.</p> <p><i>PREVENT : B4 Equality / B10 Respect for Local Institutions / C3 The Local Community/ C6 The Global Community / C5 Diversity/ C9 Community Cohesion</i></p> <ul style="list-style-type: none"> 	<p><u><i>Where should we go on holiday?</i></u></p> <p>Geographical Knowledge</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> Use physical and political maps to locate the 8 countries of the Alps. (France, Switzerland, Monaco Italy, Liechtenstein, Austria, Germany, and Slovenia) Know and share information about a European region that may be useful to tourists Learn that the Alps were formed over a long period of time, millions of years ago Select geographical information for a specific purpose Know and share information about a European region that may be useful to tourists. Understand that fold mountains occur when two tectonic plates meet. Explain the climate patterns of the Alpine region Explain that there are advantages and disadvantages to tourism in the Alps Explain how avalanches are caused Explain some of the ways avalanches can be prevented. <p><i>PREVENT : B4 Equality/ C3 The Local Community / C6 The Global Community/ C5 Diversity / C9 Community Cohesion</i></p>	<p><u><i>What is it like in the Amazon?</i></u></p> <p>Geographical Knowledge</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <ul style="list-style-type: none"> Use a map to locate the Amazon Rainforest Know the climate of the Amazon Rainforest using research to support them Know how animals adapt to the rainforest climate e.g. snakes, jaguars' sloths and toucans. Have researched Manaus using books and internet Know key facts about Manaus including industry, population, transport, origins etc. Know about the impact of human activity on the rainforest Know how it is possible to live sustainably and support the protection of the rainforest Present knowledge of the value of the Amazon Rainforest in a suitable way to them <p><i>PREVENT : B4 Equality/ C6 The Global Community / C5 Diversity/ C9 Contributing Positively</i></p>

<p>Y6</p>	<p><u>Where does all of our stuff come from?</u></p> <p>Geographical Understanding</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> • Plan and carry out fieldwork locally • Contextualise housing in our local area • Understand that houses need to reflect the needs of the buyers • Use historical maps to compare and contrast the development of our local area • Know the different sectors of work including primary, secondary, tertiary and quaternary sectors. • Know what amenities and public services are available locally e.g. libraries, parks, shops etc. • Know what makes a good community • Use data including surveys to understand more about the community. • Understand how developments in the community can be successful. <p><u>PREVENT</u>: C8 Slavery & Exploitation / A1 Values A2 Making Choices (right & wrong) / A4 Challenging Views /A9 Identifying & Combatting Discrimination</p>	<p><u>Are we damaging our world?</u></p> <p>Geographical Understanding</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will:</p> <ul style="list-style-type: none"> • Describe some threats to the health of our planet • Name several common minerals • Explain where minerals are found around the world • Describe some renewable and non-renewable energy sources • Explain how humans rely on the oceans • Describe some threats to our oceans • Understand ways to make school more sustainable • Identify an important environmental issue. • Plan and carry out an enquiry into sustainability in school • Understand ways to improve the health of our planet <p><u>PREVENT</u> : A5 Persuasion & Influence / C6 The Global Community / C10 Contributing Positively</p>	<p><u>How will our world look in the future?</u></p> <p>Geographical Understanding</p> <p>CORE LEARNING</p> <ul style="list-style-type: none"> • Plan and carry out fieldwork locally • Contextualise housing in our local area • Understand that houses need to reflect the needs of the buyers • Use historical maps to compare and contrast the development of our local area • Know the different sectors of work including primary, secondary, tertiary and quaternary sectors. • Know what amenities and public services are available locally e.g. libraries, parks, shops etc. • Know what makes a good community • Use data including surveys to understand more about the community. • Understand how developments in the community can be successful. <p><u>PREVENT</u>: B10 Respect for Local Institutions / C6 The Global Community/ C5 Diversity / C9 Community Cohesion</p>
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