

# Geography Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>Year 1</b>	<p><b>Our Local Area</b> Children look at our locality beyond the school gate. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.</p>	<p><b>Weather</b> Children learn about different types of weather in their immediate environment and the four seasons. The children will look at hot and cold areas of the world and the impact of weather types. They will have opportunities to observe and record the weather and present their own weather forecasts.</p>	<p><b>Our Country</b> Children learn about about the countries of the UK. Children explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail.</p>	<p><b>Our School</b> Children revisit their local environment exploring the school environment using first hand observation and experience to enhance their awareness along with essential map skills and fieldwork.</p>		
<b>Year 2</b>	<p><b>Maps</b> Children develop key map skills through exploring a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to ‘view from above’ looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions.</p>		<p><b>Africa</b> Children learn about the geography of Kenya through focusing on the main human and physical features of the country. Children learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. They learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills.</p>	<p><b>Sea Side</b> Children learn about the geographical features of the seaside, both human and physical. They learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest our own locality using maps, aerial photograph and webcams. Children will learn about the similarities and differences between seaside resorts and our local area, looking at how resorts have changed over time.</p>		
<b>Year 3</b>	<p><b>Settlements</b> Children find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together.</p>		<p><b>Extreme Earth</b> Children learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p><b>Little Blue Planet</b> Children use appropriate geographical vocabulary such as country and continent. They use maps and globes to locate and name oceans and know why oceans are important. Children look at river features and identify major world rivers and those locally. They know why some places and regions are better for growing trees and forests than others and recognise how people can improve and sustain environments.</p>		

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<p><b>Year 4</b></p>	<p><b>Water</b> Children learn about the water cycle and explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>	<p><b>Living in the Freezer</b> Children identify the location of the polar regions, understand the features found there and why they are so cold. They use thermometers to investigate temperatures and recognise how ice changes with the seasons they look at how humans and wildlife have adapted to the habitat and understand why the Arctic treaty is important.</p>	<p><b>What is it like in Sheffield?</b> Children learn about the physical geography of Sheffield, including its many hills and its proximity to the Peak District National Park. They will use maps, atlases and digital maps to explore the city and find out about what the land is used for and what there is to do in Sheffield. They compare what they have learnt about Sheffield with what they know about their own local area.</p>
<p><b>Year 5</b></p>	<p><b>Maps</b> Children explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.</p>	<p><b>Food for thought</b> Children consider how the geography of food is a relevant, topical, global issue and learn about food chains and production. Children locate the origin of some fruits, vegetables and crops on a world map and understand the impact climatic and seasonal differences have on food availability. They raise some issues for debate around food miles and investigate possible ways to help improve food production and distribution. They identify some positive and negative impacts of modern food technologies</p>	<p><b>Mountains</b> Children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.</p>
<p><b>Year 6</b></p>	<p><b>Our Changing World</b> Children learn about the ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the UK and how its shape and geography have changed over time. Children then predict the future and look at which might change again in their lifetimes.</p>	<p><b>The Americas</b> Children find out about the continents of North and South America, and the countries that form them. They look in detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates.</p>	<p><b>The UK</b> Children identify and describe the main physical and human features of the UK and begin to appreciate similarities and differences in people's views of the UK. Through fieldwork, children describe and begin to explain some of the impacts of international influences on the locality and look at migration.</p>

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