



# Geography Long Term Plan 2022/23

## Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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 understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

- 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

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



## Geography Long Term Plan 2022/23

Year 3		
Autumn	Spring	Summer
<p><u>Climate Zones</u></p> <ul style="list-style-type: none"> <li>-I can identify the different lines of latitude and explain how latitude is linked to climate change.</li> <li>-I can locate different climate zones and explore the difference between the Northern Hemisphere and Southern Hemisphere.</li> <li>-I can compare temperate and tropical climates.</li> <li>-I can explore weather patterns within a climate zone.</li> <li>-I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> <li>-I can collect and record evidence.</li> <li>-I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</li> <li>-I can write a daily weather forecast about a given location.</li> <li>-I can identify the characteristics of each climate zone.</li> </ul>	<p><u>North America</u></p> <ul style="list-style-type: none"> <li>-I can Locate North America on a world map.</li> <li>-I can locate the world's countries, using maps to focus on North America.</li> <li>-I can create a fact file about North America.</li> <li>-I know the difference between physical and human geography.</li> <li>-I can identify human and physical geography features within North America.</li> <li>-I can identify and locate the States in the USA.</li> <li>-I can compare New York State and New York City.</li> <li>-I can compare New York City with the Wirral.</li> </ul>	<p><u>Rio &amp; South-East Brazil</u></p> <ul style="list-style-type: none"> <li>-I can recognise which continent Brazil belongs to and key facts such as capital city, population, languages etc Comparisons with other SA countries and understanding what hemisphere Brazil is in.</li> <li>-I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> <li>-I can observe the difference between human and physical geography within Rio.</li> <li>-I can use the facts and knowledge to create a Rio to-do list.</li> <li>-I can write a postcard home about the features of Rio.</li> </ul>



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## Year 3

By the end of Year 3, children should *know*:

- where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- the location and main human and physical features of North and South America;
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
- how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
- the location of South-East Brazil and Rio de Janeiro within the South American continent;
- about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

By the end of Year 3, children should be *able to*:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).



## Geography Long Term Plan 2022/23

Year 4		
Autumn	Spring	Summer
<p><u>Rivers</u></p> <ul style="list-style-type: none"> <li>-I can describe what a river is.</li> <li>-I can describe the water cycle.</li> <li>-I can locate the world's longest rivers on a map.</li> <li>-I can describe how rivers are used around the world.</li> <li>-I can identify and describe the key stages of a river.</li> <li>-I can describe how land use changes from the source to the mouth of a river.</li> <li>-I can recognise and explain how human activity affects rivers.</li> <li>-I can recognise and explain how flooding affects communities.</li> <li>-I can use online resources, including maps, to identify the key characteristics of one of the world's longest rivers.</li> </ul>	<p><u>Rainforests</u></p> <ul style="list-style-type: none"> <li>-I can describe what a rainforest is.</li> <li>I can locate the world's rainforests on a map.</li> <li>-I can recognise and describe the different layers of life in a rainforest.</li> <li>-I can describe the features of a rainforest biome.</li> <li>-I can describe the key characteristics of the Congo.</li> <li>-I can define deforestation and explain how and why it is occurring.</li> <li>-I can explain the impact of deforestation on rainforests.</li> <li>-I can explain the importance of the Amazon Rainforest.</li> </ul>	<p><u>South America- The Amazon</u></p> <ul style="list-style-type: none"> <li>-I can locate The Amazon on a map, trace the river's course and consider the significance of its location.</li> <li>-I can use maps, atlases, globes &amp; digital / computer mapping to locate countries and describe features studied.</li> <li>-I can describe the importance of the Amazon Basin and Rainforest.</li> <li>-I can understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</li> <li>-I can describe and understand the physical and human geography aspects of the Amazon.</li> <li>• I understand some of the ways in which The Amazon is under threat and why that is important.</li> </ul>



# Geography Long Term Plan 2022/23

## Year 4

By the end of Year 4, children should *know*:

- the key elements and features of a river;
- the key elements of the water cycle;
- the names of – and key information on – the world’s main rivers;
- basic ideas about flood management;
- the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo);
- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
- how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
- how some human beings have adapted to life in the rainforest and the Amazon.

By the end of Year 4, children should be *able to*:

- interpret and explain key information on rivers;
- evaluate a range of possible flood prevention measures;
- use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;
- use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.



## Geography Long Term Plan 2022/23

Year 5		
Autumn	Spring	Summer
<p><u>Mountains</u></p> <ul style="list-style-type: none"> <li>-I can describe what a mountain is and locate the world's 'Seven Summits' on a map.</li> <li>-I can describe the key features of mountains and how they are formed.</li> <li>-I can describe the climate of mountains and explore mountain life.</li> <li>-I can explore and locate the UK's highest mountains.</li> <li>-I can recognise the importance of the Himalayas for people living in the region.</li> <li>-I can share my knowledge about a world famous mountain or mountainous region.</li> </ul>	<p><u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> <li>-I can label the structure of the Earth.</li> <li>-I can describe what happens at the boundaries between the Earth's plates and label a map of the plates.</li> <li>-I can identify the key features of a volcano.</li> <li>-I can locate where famous earthquakes have occurred.</li> <li>-I can identify key facts about famous earthquakes.</li> <li>-I can locate a range of famous volcanoes.</li> <li>-I can use online resources (including maps) to find out key facts about a volcano, including when it last erupted.</li> <li>-I can identify the effects of earthquakes on land.</li> <li>-I can identify the effects of earthquakes on people.</li> <li>-I know what to do in the event of an earthquake.</li> <li>-I can evaluate the advantages and disadvantages of living near a volcano.</li> </ul>	<p><u>European Region</u></p> <ul style="list-style-type: none"> <li>-I can find Europe on a map and discover information about some of its main countries.</li> <li>-I can explain why tourists visit the Mediterranean.</li> <li>-I can explain some of the reasons why people migrate from Syria to Greece.</li> <li>-I can describe contrasting aspects of the landscape of Greece.</li> <li>-I can create an itinerary for a day visit to Athens.</li> <li>-I can compare daily life for a child in Athens with my own.</li> </ul>



# Geography Long Term Plan 2022/23

## Year 5

By the end of Year 5, children should *know*:

- the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes;
- the main features and types of mountains;
- how some people have adapted to life in mountainous areas;
- the main features and causes of volcanoes and earthquakes;
- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;
- how people can respond to a natural disaster, such as an earthquake;
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).

By the end of Year 5, children should be *able to*:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;
- use globes and atlases to identify the location of Greece and the Mediterranean;
- use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.



## Geography Long Term Plan 2022/23

Year 6		
Autumn	Spring	Summer
<p><u>United Kingdom</u></p> <ul style="list-style-type: none"> <li>-I can locate the four countries of the UK.</li> <li>-I can compare and contrast the four countries of the UK.</li> <li>-I can identify where I live in the UK.</li> <li>-I can locate the UK's counties and cities.</li> <li>-I can identify the physical characteristics of the UK.</li> <li>-I can explain how human activities have affected the UK's landscape.</li> <li>-I can describe the sort of industries in which people in the UK work.</li> <li>-I can identify the different types of energy sources used in the UK.</li> <li>-I can evaluate the advantages and disadvantages of wind energy.</li> </ul>	<p><u>Commonwealth Comparison</u></p> <ul style="list-style-type: none"> <li>-I can research the physical and human features of a country from the British Empire.</li> <li>-I can compare the similarities and differences of countries through the study of physical and human geography.</li> <li>-I can present my comparison project.</li> </ul>	<p><u>Local Area Study</u></p> <ul style="list-style-type: none"> <li>-I can understand how my local area and my region fit into the wider world.</li> <li>-I can identify and locate the main features of my region.</li> <li>-I can understand how our region fits people's needs.</li> <li>-I know how our region meets people's needs.</li> <li>-I can take part in fieldwork.</li> <li>-I can create a needs map for the places I have visited.</li> </ul>



# Geography Long Term Plan 2022/23

## Year 6

By the end of Year 6, children should *know*:

- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;
- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.

By the end of Year 6, children should be *able to*:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- use appropriate vocabulary when describing key information about the UK and the local region to external audiences.