**Geography Long Term Plan**

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| **Year** | **Autumn** | **Spring** | **Summer** | **Visits** |
| **Rec** | Fieldwork  What is our school environment like? – Sensory trail / Map of key areas of school. | Our planet, our work  Responds to experiences and explorations of why things happen and how things work in the ‘natural’ and ‘made’ world | Show care and concern for living things and the environment |  |
| **Year 1** | Geographical skills and Fieldwork    Q: What is our school environment like?  ●Use aerial photographs and plan perspectives to recognise basic human and physical features and devise a simple map.   * Use local maps to identify Idle   ●Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | UK Study – Locational Knowledge  Who are we and where are we? (to combine further fieldwork skills) | UK Study – Human and physical Geography -Seasonal Patterns in the UK  *Q. Look out of your window. What can you see*? | Whitby |
| UK Study - Human and physical Geography  Town Mouse, Country Mouse (and seaside Mouse too!) |
| **Year 2** |  | Daily Weather Patterns in the UK - Is it raining or is it pouring? | World Study – Locational Knowledge  Where in the World are We? | Yorkshire Wildlife Park |
| Geographical skills and Fieldwork  *Q. What is Idle like?*  *●*Understand geographical similarities and differences through studying the human and physical geography  ●Use maps, atlases and globes to identify our school in Idle. | World comparison Study – Place Knowledge  Where would you rather be? |
| **Year 3** | UK Study – Locational knowledge  Coastlines -Oh I do like to be beside the seaside! Compare UK coastline to coastal holiday resort | World - Environmental, Human and Physical Geography  Volcanoes and Earthquakes | Geographical skills and Fieldwork  *Q> How can we improve our school?*  ●Name and locate counties and cities near me.  ●Know my geographical region.  ●Understand how some aspects of my local area have changed over time.  ●Use maps, atlases, globes and digital/computer mapping to locate different areas.  ●Describe features studied: suburb, village, roads, housing.  ●Use the eight points of a compass, to build their knowledge of my local area.  ●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. | Filey |
| **Year 4** | Europe - Environmental, Human and Physical Geography  Locational knowledge  Rivers - Comparison of River Aire and European rivers | UK Study - Environmental, Human and Physical Geography  Settlements | Geographical skills and Fieldwork  *Q. How can we improve our local area?*  *●Name and locate counties and cities near me.*  *●Know my geographical region.*  *●Understand how some aspects of my local area have changed over time*  *●Use maps, atlases, globes and digital/computer mapping to locate Idle.*  *●Describe features studied: suburb, village, roads, housing.*  *●Use the eight points of a compass, to build their knowledge of my local area.*  *●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.* | Nell Bank |
| **Year 5** | UK Study – Place Knowledge  Environmental, Human and Physical Geography  Our Yorkshire - Contrasting Localities - Use of Land / Settlements and Ingleborough Field Study | World Study- locational knowledge  Why does time shift? Time zones | Geographical skills and Fieldwork  *Q. How eco-friendly are we?*  Name and locate counties and cities near me.  •Know my geographical region.  •Understand how some aspects of my local area have changed over time  •Use maps, atlases, globes and digital/computer mapping to locate Idle.  •Describe features studied: suburb, village, roads, housing.  •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 my local area.  •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 | Buckden |
| **Year 6** |  | World Study - Environmental, Human and Physical Geography  Rainforests |  | Tropical World |
| North / South American Study – Place Knowledge  Amazing Americas |