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| **Geography**  **Curriculum Plan** | southridge logo 002 |

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| **SOUTHRIDGE FIRST SCHOOL – Geography Long Term Plan** |
| **Purpose of study**  high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. |
| **Aims**  The national curriculum for geography aims to ensure that all pupils:  . develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics  . understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time  . are competent in the geographical skills needed to**:**  . collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes  . interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)  . communicate geographical information in a variety of ways, including through maps and writing at length. |
| **Subject content for Key Stage 1**  ***Pupils should be taught***:  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  ***Pupils should be taught to*:**  **Location knowledge**  . name and locate the world’s seven continents and five oceans  . name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **Place knowledge**  . understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  **Human and physical geography**  . identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  . use basic geographical vocabulary to refer to: . key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  . key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **Geographical skills and fieldwork**  . use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  . use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map  . use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  . 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. |
| **Subject content for 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 tools and skills to enhance their locational and place knowledge.  ***Pupils should be taught to:***  **Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Attainment targets:**  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. |

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| **Geography Year 1** | **Geography Year 2** |
| **Locational Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **Locational Knowledge**  Name and locate the world’s seven continents and five oceans |
| Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country |
| Identify seasonal and daily weather patterns in the United Kingdom | Identify seasonal and daily weather patterns in the United Kingdom |
|  | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |
| Use basic geographical vocabulary to refer to: . key physical features, including: beach, forest, hill, mountain, sea, river | Use basic geographical vocabulary to refer to: . key physical features, including: cliff, coast, ocean, soil, valley, vegetation, season and weather |
| Use basic geographical vocabulary to refer to: key human features, including: town, village, farm, house and shop | Use basic geographical vocabulary to refer to: key human features, including: city, factory, port, office and harbour |
| Use world maps, atlases and globes to identify the United Kingdom and its countries | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage |
| Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map | Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map |
| Use aerial photographs to recognise landmarks | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; |
| Devise a simple map | Map work - use and construct basic symbols in a key |
| **Use simple fieldwork and observational skills to study the geography of their school and its grounds** | **Use simple fieldwork and observational skills to study the key human and physical features of the school’s surrounding environment.** |

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| Geography Year 3 | Geography Year 4 |
| **Location knowledge**  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;  **Location knowledge**  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | **Location knowledge**  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;  **Location knowledge**  Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |
| **Place knowledge**  Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle | **Place knowledge**  Identify the position and significance of latitude, longitude and the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) |
| **Human and physical geography**  understand geographical similarities and differences through the study of human and physical geography of **a region in a European country – France study** | **Human and physical geography**  understand geographical similarities and differences through the study of human and physical geography of **a region of the United Kingdom - Tyneside**  **Human and physical geography**  understand geographical similarities and differences through the study of human and physical geography of a **region within North or South America - Brazil** |
| **Physical geography**  describe and understand key aspects of:  . physical geography, including: climate zones, biomes and vegetation belts, | **Physical geography**  describe and understand key aspects of:  . rivers, mountains, volcanoes and earthquakes, and the water cycle |
| **Geographical skills and fieldwork**  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.  **Geographical skills and fieldwork**  use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom  . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies. | **Geographical skills and fieldwork**  use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom  use 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 and record the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies. |

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| **Long Term Plan Geography** | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Autumn 1** | *(History focus)* | Study of Whitley Bay  Map Skills | Map skills – world maps | The Water Cycle |
| **Autumn 2** | Map work | *(History focus)* | *(History focus)* | Rivers |
| **Spring 1** | Africa – comparison to UK | Continents and Oceans  Map Skills | Earthquake and Volcanoes | The Rain Forest |
| **Spring 2** | Field work – our school grounds | *(History focus)* | *(History focus)* | Brilliant Brazil  Magnificent Mountains |
| **Summer 1** | Areas of the UK | (History focus) | *(History focus)* | *(History focus)* |
| **Summer 2** | *(History focus)* | Contrasting Weather Patterns | France –  Human geography study | Field work: Our local area  Map skills |

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| **Year 1** | |
| **Autumn 1**  ‘Jurassic Forest’ | **Topic: Seasonal Change**  ***Human and physical geography.***   * Observe and identify daily weather patterns in the UK. * Identify seasonal weather patterns in the UK. * Identify the four different seasons. * Explain what they could wear at different times of the year.   (Science- cross-curricular link- Seasonal Change). |
| **Autumn 2**  ‘Welcome to Pirate Island’ | **Topic: Pirate Island**  ***Use simple compass directions (north, south, east and west). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.***  ***Use world maps, atlases and globes to identify the United Kingdom and its countries.***  ***Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.***   * With support identify North, East, South and West on a globe or map. * Design a simple pirate map. * Recognise key features on an aerial photograph- identify key human features including: city, town, village, factory, farm and house. * Label the four countries of the United Kingdom, its surrounding seas and the capital cities on a map. |
| **Spring 1**  ‘Amazing Animals’ | **Topic: Africa**  ***Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.***  ***Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.***   * Comparing Nairobi in Kenya to Whitley Bay. * Identify similarities and differences in food, school and family as part of daily life. * Introduce a globe to identify UK and Kenya as part of the continent of Africa. * Recognise that Africa is a continent crossing the equator and therefore has different weather to the UK. |
| **Spring 2**  ‘Growing’ | **Topic: Our School**  ***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.***   * Identify key features of school grounds. * Locate it on online map.   Make suggestions on how the school grounds could be improved and show on a map |
| **Summer 1**  ‘Castles’ | (History focus) |
| **Summer 2**  ‘Explorers’ | (History focus) |

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| **Year 2** | |
| **Autumn 1**  **Beside the Seaside** | **Whitley Bay; Physical Geography Study.**   * Name, locate and identify Whitley Bay in relation to Newcastle within the North East of England in the United Kingdom. * Name and locate the surrounding seas. * What are the different parts of Whitley Bay? * Why do we love to live beside the seaside at Whitley Bay? * Use basic geographical vocabulary to refer to key physical features including vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. * Devise a simple map. * Use and construct basic symbols in a key. * Visit to St Mary’s Island. |
| **Autumn 2**  **The Great Fire of London** | (History focus) |
| **Spring 1**  **Heroes** | **Take a trip around the world.**   * Name and locate the world’s seven continents and five oceans. * Use world maps, atlases and globes to identify the UK and its countries as well as looking at other countries within the world. * Build on use of aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  Devise a simple map and use and construct basic symbols in a key. |
| **Spring 2**  **Local Heroes** | (History focus) |
| **Summer 1**  **Inventors, Inventions and Machines** | (History focus) |
| **Summer 2**  What’s the Weather Like? | **Human and Physical Study. Weather and seasonal change.**   * Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles. * Identify daily weather patterns in the UK and compare to hot and cold areas of the world. |

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| **Year 3** | |
| **Autumn 1**  ‘Where are we in the world?’ | ***The World***  *Share and discuss where the children have been during the summer holidays .*  *Locate the world’s countries, using maps to focus on Europe, Russia and North America, concentrating on their environmental regions, Key physical and human characteristics, countries and major cities.*  *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*  *Name and locate countries 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. (linked to the stone ages)*  **Where are we in the world?**   * *Investigate places around the world using maps, atlas and the internet.* * *Name and locate countries and cities in the United Kingdom.* * *Explore where they live.* * *Key physical characteristics.*   *Specialists visit to discuss pre-visit which includes physical geographic changes over time.* |
| **Autumn 2**  ‘Changes in settlement and land use’. | **History focus- Stone Ages to iron age.**  *Atlas work linking to History to R.E, History and French.* |
| **Spring 1**  ‘Earthquakes and Volcanoes’ | **Earthquakes and Volcanoes**  ***Earthquakes***  *What is an earthquake and why do they happen?*  *Describe and understand key aspects of physical geography including earthquakes*  *Where do earthquakes happen?*    ***Volcanoes***  What is a volcano? What makes them erupt?  Describe and understand key aspects of physical geography including volcanoes  Where are the world’s volcanoes?  Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  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 characteristics, countries, and major cities  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  *Science investigation to represent volcanoes and the lava.*  *Roman Invasion*  *Expansion of the roman empire. (Map skills)* |
| **Spring 2** | *Link to PSCHE - water, waste and recycling modules* |
| **Summer 1**  ‘WWII’ | ***World War II***  *Which countries were affected by World War II?*  *Use prior mapping knowledge locates axis and allies of World War II.*  *How was the United Kingdom affected by World War II?*  *Land use, economic activity and resources.*  *Map and atlas skills* |
| **Summer 2**  ‘Exploring and comparing France’ | ***Exploring France***  *What is life like in France?*  *Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.*  *Locate the major cities and ports in France.*  *Identify the main rivers and surrounding oceans.*  *How is France different to the UK?*  *Internet research*  *I.T application to present research.* |

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| **Year 4** | |
| **Autumn 2** | **The Water Cycle**  *Describe and understand key aspects of physical geography including the water cycle*  What is the water cycle?  Where does rain come from?  What happens after it rains?  *Describe and understand key aspects of physical geography, including climate zones.* |
| **Rivers**  What is a river and how are they formed?  What are different features of a river?   * *Describe and understand key aspects of physical geography including rivers*   Can you name, locate and describe 5 of the main rivers in the UK?   * *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*   *.*  **Where does The Nile start and finish? *– link to History topic***   * *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* |
| **Spring 1**  ‘The Rain Forest’ | **Rain Forests**  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)  What is a Rain Forest?  Where are the world’s rain forests?  *Describe and understand key aspects of physical geography, including biomes and vegetation belts*   * Identify distribution of rainforests across the globe – identify tropics * Identify different countries containing rainforests * Investigate Tropical Rainforest climates – weather patterns * Research Rainforest environment life – Focus on the Amazon - variety of species – animals and plants * Find out about indigenous people of the rainforests –Tribal daily life .Compare life tribal life to our daily lives. * What is happening to the rainforest today? Areas then and now – destruction * Describe the effect of global warming –ways to limit our impact * Zoolab – environmental issues in the rainforest |
| **Spring 2**  ‘Producers, predators and prey’ | **Brazil**  Where is Brazil?  How is Brazil different from the UK?   * *Use maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* * *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America* * *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* * *Mini study on Brazil* * *Make reference to Fair Trade*   Where are the mountains in Brazil?   * *Describe and understand key aspects of physical geography including mountains* * *Study of Sugarloaf Mountain or Corcovado* |
| **Summer 1**  ‘How did the Victorian period help to shape the Newcastle we know today?’ | (History Focus) Local Victorian History – George Stephenson and Lord Armstrong |
| **Summer 2**  ‘Why is Newcastle such a great place to live?’ | **Field work - Local area**  What can you find out about our 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.*   **Map skills**  How do you read a map? Can you make a map?   * *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* |