



## Long Term Plan for Geography

### Intent

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>		<p>How does it feel to be beside the seaside? <b>Human and physical features</b></p> <p>Trip to the beach</p>			<p>How did steel change our local area? <b>Human and physical</b> <b>Fieldwork:</b> Explore how the local environment is adapted to meet public demands, sketch maps, field work take photos. Local study- land use.</p>	<p>How have animals adapted to live in the harshest of conditions? <b>Place/human/physical</b></p>
<b>Autumn 2</b>					<p>How do animals survive in our world's seas and oceans? <b>Locational knowledge</b></p>		

<p><b>Spring 1</b></p>	<p>texts and - when appropriate - maps</p> <p>Know some similarities and differences</p>	<p>What is it like to live in my community?</p> <p><b>Local geography</b></p> <p><b>Human/physical features</b></p>		<p><b>Why do volcanoes erupt?</b></p> <p><b>Human and physical Location/place</b></p> <p><b>Fieldwork:</b></p> <p>Links to science (rock formations/erosion)</p>		<p>How do tropical rainforests affect our world?</p> <p><b>Human/physical Locational</b></p>	<p>How did WW2 affect children's lives?</p> <p><b>Regions</b></p>
<p><b>Spring 2</b></p>	<p>between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p><b>Fieldwork:</b></p> <p>Create simple maps of the FS grounds, take photos and create field sketches. To describe the route, they took.</p>	<p><b>Fieldwork:</b></p> <p>Explore the school grounds and its surrounding areas creating a simple sketch map.</p> <p>Explore the local area of Kimberworth and locate landmarks.</p>	<p>What is it like to be a child living in Kenya?</p> <p><b>Map of the UK, Continents and Oceans, map skills, using digimaps.</b></p>		<p>How do mountains and rivers affect people who live near them?</p> <p><b>Location/place Geog skills</b></p> <p><b>Human and physical</b></p> <p><b>Fieldwork:</b></p> <p>Local walk to survey river pollution. Sketch maps, plan views, aerial photos, quadrats.</p>		
<p><b>Summer 1</b></p>							
<p><b>Summer 2</b></p>		<p>What is it like in England's capital city?</p> <p><b>Location/place knowledge</b></p>	<p><b>Fieldwork:</b></p> <p>Biodiversity in the school grounds. Quadrats, flora, fauna,</p>	<p>Where does water come from?</p> <p><b>Location/place</b></p> <p><b>Map skills</b></p> <p><b>Human and physical</b></p>	<p>How does the climate affect life in New York and Nevada?</p> <p><b>Similarities and differences</b></p>		<p><b>Fieldwork:</b></p> <p>Traffic surveys. Questionnaires, record noise levels, create graphs.</p>

		<b>Human and physical</b>	identification, take photos.		<b>Locational knowledge</b>		
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