



Geography Long Term Curriculum Plans

	Autumn Term:		Spring Term:		Summer Term:	
Year 1	<p>What is the geography of where I live like? Where do I live and what are the key landmarks? Can I use Google Earth to identify and observe? What countries make up the UK?</p> <p>@GoCheshireWest @cwaclibraries</p>		<p>Compass Directions</p> <p>Why do we love being beside the seaside so much? What are the main physical and human features? What can you find living at the seaside?</p>		<p>How does the weather affect our lives? What happens when... the weather changes? What is the weather like today? How do artists show the different weather?</p> <p>(@metoffice)</p>	
Year 2	<p>Where do we live?</p> <p>I can use world maps, atlases and globes to name and locate the four countries and capitals of the UK. I can explore maps and aerial photos of the local area. I can identify human and physical features in the school and in the local area. Homes around the world I can identify hot</p>	<p>Use simple compass directions (N, S, E, W) Use locational and directional language (near, far, left, right), to describe the location of features and routes on a map.</p>			<p>Where does our food come from? Name and locate countries where our food comes from. Eco-Learning – Discuss Fair Trade, Palm Oil and Deforestation.</p>	<p>The Olympics I can use maps, atlases and globes to name and locate countries competing in the Olympics. I can name and locate the world's 7 continents and 5 oceans. I can compare the UK to Tokyo, the Olympic host for 2020. Eco Learning – I know that I have a carbon footprint and the</p>

	and cold areas around the world. I know about the Equator and North and South Poles.					impact it makes on our planet.
Year 3	<p>Can I explore UK geographical regions, including coastal regions? Can I identify the physical features of seas, oceans and coasts? What is the temperature and light in our local area? Can I apply geographical skills in using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>https://twitter.com/NatGeo</p>	<p>Can I identify the position and significance of the Arctic and Antarctic Circle? Can I describe and understand key aspects of physical geography, including: climate zones, mountains and the water cycle? Can I apply geographical skills in using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time? What is the temperature and light in our local area?</p>	<p>Can I apply geographical skills in using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? What is the temperature and light in our local area?</p>	<p>Can I apply geographical skills in using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I 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? Can I develop my locational knowledge of oceans, poles, the Arctic and Antarctic Circles? Can I develop my knowledge of sustainable living when considering human geography, including the distribution of natural resources including energy, food, minerals and water? What is the temperature and light in our local area?</p>	<p>Can I identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of ancient civilizations; and understand how some of these aspects have changed over time? Can I apply geographical skills in using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? What is the temperature and light in our local area?</p>	<p>Can I apply geographical skills in using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can I develop a graph of my half termly findings of local temperature and light? What is the temperature and light in our local area?</p>

<p>Year 4</p>		<p>Human Geography</p> <p>Can I identify, describe and explain the function and attraction of theme parks around the world? Can I draw conclusions of the geographical pattern of visitors to the Magic Kingdom?</p> <p>@NatGeoUK</p>	<p>Physical Geography- Volcanoes</p> <p>Can I explain what the earth is made of? Can I find where volcanoes are? Can I understand what a volcano is and how it is formed? Can I find out about the structure inside of a volcano? Can I tell the difference between volcanoes? Can I know the effects of a volcanic eruption on the environment? Can I learn about some famous volcanoes from the past and present?</p> <p>@NatGeoUK</p>	<p>Locational knowledge- New Zealand</p> <p>Can I locate and describe the effects of the Christchurch earthquake of 2011? Can I observe the distribution of earthquakes in New Zealand over the past two hundred years? Can I identify, describe and explain the causes of earthquakes?</p> <p>@NatGeoUK</p>	<p>Physical and environmental regions.</p> <p>Can I observe, describe and explain in basic terms the pattern of climate in the United Kingdom. Can I identify, describe and begin to offer reasons for the distribution of different types of climate around the world. Can I understand how climate affects both the landscape of different biomes and the plants and animals that can live there; Can I observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.</p> <p>@NatGeoUK</p>	
<p>Year 5</p>	<p>Rivers</p> <p>What are the features of a river? How was the River Dee used? Why Chester on the River Dee? Why are estuaries important?</p>				<p>The environment and sustainability</p> <p>How can we be more sustainable?</p>	

Year 6

Not a full unit – links with English and history)

Geographical skills –

Pupils will have the opportunity to extend their knowledge and understanding of the United Kingdom and Europe, including Russia (linked with Second World War) by locating those countries involved. Pupils will be able to name cities affected by bombing and will be able to identify and discuss geographical regions. The pupils will use maps and atlases to locate countries.

@cwacmuseums

(Not a full unit – links with English and PSHE)

Locational knowledge –

identify position of Arctic and Antarctic Circle. Place knowledge – Describe and understand key aspects of climatic zones/biomes (particularly those discussed as part of English and PSHE units) Geographical skills – use maps, atlases and globes.

Geography fieldwork –

Upton and Chester city centre. Pupils will begin to reflect on why the local area has changed and will have the opportunity to learn about Chester in the past through the use of old maps and photographs. The pupils will also consider how likely is it to change in the future and will hypothesise as to how it could change. Pupils will have the opportunity to visit the city centre to see how land is used and to reflect on why people visit Chester today.

@VisitCheshire

Mountains –

Why are mountains so important? Pupils will be taught about plate tectonics and the formation of different rock types in relation to mountain formation. Pupils will reflect upon and evaluate evidence regarding the success or failure of Mallory and Irvine. They will also look at the distribution of mountains in the UK and how they are different from previously studied mountains.