



The Beacon Centre Primary Geography Curriculum Long Term Plan



Geography						
Year 1	Weather Watch	Extreme Weather in the UK	Step into Cities: London	The World and Its Oceans	Local Environment	Local Environment
Year 2	Continents	Weather Watch	The World and Its Oceans: Climate Zones	The World and Its Oceans: Climate Zones	What is in the UK?	Country Comparison
Year 3	Settlements	Settlements and Land Use	Water Cycle	Rainforests and Deforestation	Country Comparison	Field Work – Coastal and Local Environment
Year 4	Settlements and Land Use	Volcanoes and Earthquakes	UK and Europe Comparison	Land and Sea – Continents, Climates and 5 Oceans	Country Comparison	Field Work – Coastal and Local Environment
Year 5	Country Study	Country Study	Europe - Maps	Map Work - North and South	Africa – Land use and resources	Orienteering
Year 6	Great Britain's Development	Local Area and Map Changes Over Time	Northern America	Storms and Extreme Weather	Map Work: Orienteering	Orienteering

Our long-term plans are created in an interlinking manner, which allows for whole school topics, trips and opportunities across all key stages to be maximised. We believe social and economic implications of geography are important therefore; our teachers plan to use different contexts to maximise their pupils' engagement with and motivation to study geography. Teachers have the autonomy to swap and change topics throughout the year according to their cohort of children.

KS1 - Geography – NC 2014

	Year 1	Year 2
<p>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.</p> <p>Subject content Key stage 1 Pupils should be taught:</p> <p>Locational knowledge</p> <p>Place knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>Describe seasonal weather changes</p> <p>Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area e.g., large scale print, pictorial etc. Use locational language (e.g., near and far, left and right) to describe the location of features and routes Make simple maps and plans e.g., pictorial place in a story</p> <p>Understand how some places are linked to other places e.g., roads, trains</p> <p>Name, describe and compare familiar places Link their homes with other places in their local community Know about some present changes that are happening in the local environment e.g., at school suggest ideas for improving the school environment</p>	<p>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</p> <p>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 <u>on a map</u></p> <p>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</p> <p>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</p> <p>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 Name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>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 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p>

LKS2 Geography – NC 2014

Pupils should extend their knowledge and understanding beyond the local area to include	Year 3	Year 4
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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.

Subject content Key stage 1 Pupils should be taught:

Locational knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

Ask and respond to geographical questions, e.g., Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? Analyse evidence and draw conclusions e.g., make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. Recognise that different people hold different views about an issue and begin to understand some of the reasons why Communicate findings in ways appropriate to the task or for the audience Understand and use a widening range of geographical terms e.g., specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office Make more detailed fieldwork sketches/diagrams Use fieldwork instruments e.g., camera, rain gauge Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features Use four figure grid references Use the 8 points of a compass Make plans and maps using symbols and keys

Identify where countries are within the UK and the key topographical features name and locate the cities of the UK

Identify physical and human features of the locality Explain about weather conditions/patterns around the UK and parts of the Europe

Understand why there are similarities and differences between places Develop an awareness of how places relate to each other

Understand and use a widening range of geographical terms e.g., specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Measure straight line distances using the appropriate scale Explore features on OS maps using 6 figure grid references Draw accurate maps with more complex keys Plan the steps and strategies for an enquiry

Recognise the different shapes of the continents Demonstrate knowledge of features about places around him/her and beyond the UK Identify where countries are within Europe, including Russia Recognise that people have differing qualities of life living in different locations and environments Know how the locality is set within a wider geographical context

Describe human features of the UK regions, cities and/or counties Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment Explain about natural resources e.g., water in the locality Explore weather patterns around parts of the world

Know about the wider context of places – region, country Understand why there are similarities and differences between places

UKS2 Geography – NC 2014

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.

Subject content Key stage 2 Pupils should be taught:

Locational knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

Year 5	Year 6
<p>Understand and use a widening range of geographical terms e.g., specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day Recognise the different shapes of countries Identify the physical characteristics and key topographical features of the countries within North America Know about the wider context of places e.g., county, region, country Know and describe where a variety of places are in relation to physical and human features Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition Understand how humans affect the environment over time Know about changes to the world environments over time Understand why people seek to manage and sustain their environment</p> <p>Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</p>	<p>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 his/her 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 Understand and use a widening range of geographical terms e.g., specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. Use maps, charts etc. to support decision making about the location of places e.g., new bypass</p> <p>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)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of 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</p>

		Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America
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