

St. Hugh's Catholic Primary Voluntary Academy



Geography Curriculum

Long Term Plan A

SUBJECT: GEOGRAPHY

KEY STAGE: 2

Key Stage	Lower Key Stage 2		Upper Key Stage 2	
Year Group	YEAR 3 YEAR 3 / 4 YEAR 4	YEAR 3 YEAR 3 / 4 YEAR 4	YEAR 5 YEAR 5 / 6 YEAR 6	YEAR 5 YEAR 5 / 6 YEAR 6
Topic	Where shall I live? - Lincolnshire or Rome	Why are rainforests so important?	How has climate change effected the Lincolnshire Coastline?	How does the climate of Brazil affect the human and physical geography of the land?
Brief overview of topic	UK and European focus comparison. Understanding the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - the county of Lincolnshire, a region in a European country - Rome in the province of Lazio. Final comparison will come in Year 6 when they compare the above regions to a region within South America.	Non-European focus with a local comparison. Name and locate the rainforests of the world - identify their location, climate, habitat, animals & explore the impact of deforestation. Comparison of the rainforest to Sherwood Forest with a focus of how the area has changed over time.	UK focus, with a local study. Using maps, atlases, and digital technology to locate and name key beaches in the UK with a focus on Lincolnshire beaches, identify different types of beaches, key coastal features, and research the variety of different ways the Lincolnshire coastline is managed. An understanding of what a coastline is and its location in Lincolnshire. Focus on how the area has changed over time, including settlements, trade links and natural resources and the	UK, European & Non-European focus comparison. Identifying, naming, and locating the countries that make up the continent of South America. Exploring the human and physical geography of a region in South America and the impact of the climate. Children then build upon previous learning in LKS2 and compare living in a region in South America, Lincolnshire, and Rome.

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			impact of climate change.	
Field trip	Yes - local trip in the surrounding area.	Yes - Sherwood Forest.	Yes - Trip to Skegness sand dunes, and the Salt Marshes in Lincolnshire	Yes, local trip in the surrounding area
Extra information	Link to history topic of the local history of Lincoln.	Links to art, English and maths.	Link to Art, English, maths, science and PSHE. Additional focus on pollution in the oceans.	Children build upon LKS2 learning on the geographical knowledge of Lincolnshire and Rome in the province of Lazio.

Geography Curriculum Long Term Plan B

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SUBJECT: GEOGRAPHY

KEY STAGE: 2

Key Stage	Lower Key Stage 2		Upper Key Stage 2	
Year Group	YEAR 3 YEAR 3 / 4 YEAR 4	YEAR 3 YEAR 3 / 4 YEAR 4	YEAR 5 YEAR 5 / 6 YEAR 6	YEAR 5 YEAR 5 / 6 YEAR 6
Topic	How is land used in the UK?	Are natural disasters a threat to the Earth?	How do rivers change? and Water Cycle	Why are mountains important in North America?
Brief overview of topic	<p>UK focus, with a local study focus on land use in Lincolnshire.</p> <p>Initial focus on land use in the local areas, with local field trip and reference to sketch maps and maps to enhance learning. Learning is then continued with a broader look at land use in the UK when a specific reference to land use in Lincolnshire.</p>	<p>European focus.</p> <p>Understanding of what a natural disaster is and its impact on the environment. Using maps & atlases to locate and name key European volcanoes and locations of where key European earthquakes took place. A study of the features of a volcano and earthquake, how they are measured and a comparison of living in a volcanic area to a non-volcanic area.</p>	<p>UK focus, with a local study.</p> <p>Rivers: Identifying the features of a river, identifying, locating and naming key rivers, locally, nationally and internationally. Plus exploring areas of flooding and drought.</p> <p>Water Cycle: Focusing on the water cycle, flooding, saving water, water pollution, drought and the impact of the water cycle on rivers. (Study of the water cycle included in context of learning.)</p>	<p>Non-European focus.</p> <p>Use of maps, atlases, globes and digital/computer mapping to locate countries in North America. Identifying environmental regions, key physical and human characteristics, countries, and major cities. Locating, identifying, and naming mountains in North America, exploring the important characteristics and features of different mountains and the importance researching the impact of tourism on the mountains North America.</p>
Field trip	Branston Potatoes presentation in school. Specific reference to land use & types in Lincolnshire,	Yes - Bardon Hill, Leicestershire - extinct volcano with views of volcanic outcrops. Children use	Yes - Study of the River Lymn in Snipe Dales, Lusby, Spilsby Lincolnshire	TBC Normanby Hill - Worlds Top.

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	sustainability, technology in farming, use of protection products.	ordinance survey maps/compasses to identify key geographical features within the area.		
Extra information	<p>Children understand that land use in the local area and how a sketch map and map can help them identify this.</p> <p>Children identify the different uses and purposes for land within the UK.</p> <p>Children know the land use of Lincolnshire. They can identify the locations of farms in Lincolnshire that produce potatoes.</p> <p>Children can discuss the uses of protection products and sustainability of food in the local area.</p>	<p>Children understand the geographical features of a volcano and earthquake and what it is like to live in such an area.</p> <p>Children also understand what happens to volcanoes after they have become extinct.</p>	<p>Own water use - graph.</p> <p>Link to maths/science & IT.</p> <p>Children produce charts and graphs plotting information from their river experiments.</p>	<p>Children also explore the highest points in Lincolnshire and compare them with mountains in North America. (TBC)</p> <p>Links to settlement and land use on, economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water.</p>

Geography programmes of study: key stages 1 and 2
National curriculum in England

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Purpose of study:

A 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, understanding and skills provide the frameworks 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 globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- 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, numerical and quantitative skills and writing at length.

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.

Subject content:

Key stage 1

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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:

Locational 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 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 [for example, 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.

Key stage 2

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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.

Pupils should be taught to:

Locational 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, 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.