



# Gwladys Street C P and N School Long Term Plan - Geography



	Autumn	Spring	Summer
Year 1	Toys	Poles Apart	Flight
	Investigate toys made from recycled materials. Name the 7 continents of the world and know their proximity to each other. Identify some countries within specific continents. Understand where in the world toys originate from.	Use maps, atlases and globes to locate different countries, including arctic regions. Name and locate the world's continents. Explain how animals and people adapt to their environments. Locate the equator and explain how it affects climates. Use different sources of research e.g. books, pictures, photographs and the internet.	Know about the set up and roles in an airport. Use atlases and maps to locate countries around the world. Understand the term migration.  <b>Visit: Manchester Airport (Start of the topic)</b> <b>Purpose of flying</b> <b>How people use airports</b> <b>Key vocabulary</b> <b>Key roles at an airport</b>
Year 2	London's Burning	Indian Spice	Pioneers
	Locate London on a map of the UK and understand its importance. Compare London to a non-European location.	Research geographical location of India and compare to our own country and locality. Find out about the differences in physical and human geographical features. Compare cultures in the United Kingdom to cultures in India.	Understand what resources humans need to survive in certain locations. Understand why some places are better to settle in than others.
Year 3	Meet the Flintstones/Tomb Raiders	Journey through Europe	Extreme survival
	To locate Egypt and know what continent it is located in. Know key facts and information about Egypt including language, flag, currency.	Key information about the countries that form Europe - flags, capital cities, landmarks etc.. About the climate and landscape, including mountain ranges and rivers of different European countries.	How to use maps, atlases, globes and digital/computer mapping to locate areas of extreme heat and cold.

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	Describe the journey of the Rive Nile using key landmarks and locations. Use directional language. Understand the importance the River Nile in sustaining life.	The famous art and architecture that can be found in Europe.	How to explain why some areas are very cold and some very hot. How to describe and understand what life is like in those places for people, animals and vegetation. <i>Visit: Chester Zoo (Week 4)</i> <i>Endangered animals.</i> <i>Comparing animals.</i> <i>Adaptation to different climates.</i>
<b>Year 4</b>	<b>Roman Rule</b>	<b>World's Kitchen</b>	<b>Britain From The Air</b>
	Locate on a map where invaders came from and plot their route. Have an understanding of where they settled and why.	How to use maps and atlases to locate continents, oceans and countries around the world.  How to extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America.  <i>Visitor to show children where different ingredients come from around the world. Asda? (Start of topic)</i> <i>Mapping ingredients</i> <i>Why can some places from/not grow certain ingredients?</i> <i>Variation</i>	How to ask geographical questions. How to use atlases, maps and plans at a range of scales. What places are like in their locality. How people preserve places of special interest.  <i>Visit: Radio City Tower</i> <i>Children to look at local features and landmarks and geographical features.</i>
<b>Year 5</b>	<b>Mexico and the Mayans</b>	<b>Wild Rivers</b>	<b>Invaders</b>
	Describe and understand the terms HUMAN and PHYSICAL geography. Use maps, atlases and globes to name and locate countries and cities of the world.	Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.	Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences

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		<p>Use their understanding to describe how rivers are formed.</p> <p>Visit; River Study (End of topic)</p> <p>Identify features of a river.</p> <p>Understand importance of rivers.</p> <p>Trade</p>	<p>of the end of the Roman occupation in Britain.</p> <p>Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo Saxon village.</p>
<b>Year 6</b>	<b>Greece Lightning</b>	<b>Disaster</b>	<b>Rule Britannia</b>
	<p>Use 4 to 6 figure grid reference.</p> <p>Understand why people might want to visit Greece today, with specific reference to natural and human geography/landmarks.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters.</p> <p>Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.</p> <p>Visit/Visitor:</p> <p>Guest Speaker from University about Natural Disasters. (Week 3)</p> <p>Practical ways to illustrate different disasters.</p> <p>Introduction to case studies.</p> <p>Understand key vocabulary and see these in action.</p>	<p>Plot the route Vikings took using maps and atlases.</p> <p>What geographical barriers played a part in their movement?</p>

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