



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



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<b>Toys</b>	<b>Poles Apart</b>	<b>Flight</b>
	<p>Investigate toys made from recycled materials.</p> <p>Name the 7 continents of the world and know their proximity to each other.</p> <p>Identify some countries within specific continents.</p> <p>Understand where in the world toys originate from.</p>	<p>Use maps, atlases and globes to locate different countries, including arctic regions.</p> <p>Name and locate the world's continents.</p> <p>Explain how animals and people adapt to their environments.</p> <p>Locate the equator and explain how it affects climates.</p> <p>Use different sources of research e.g. books, pictures, photographs and the internet.</p>	<p>Know about the set up and roles in an airport.</p> <p>Use atlases and maps to locate countries around the world.</p> <p>Understand the term migration.</p> <p><b>Visit: Manchester Airport (Start of the topic)</b></p> <p><b>Purpose of flying</b></p> <p><b>How people use airports</b></p> <p><b>Key vocabulary</b></p> <p><b>Key roles at an airport</b></p>
<b>Year 2</b>	<b>London's Burning</b>	<b>Indian Spice</b>	<b>Pioneers</b>
	<p>Locate London on a map of the UK and understand its importance.</p> <p>Compare London to a non-European location.</p>	<p>Research geographical location of India and compare to our own country and locality. Find out about the differences in physical and human geographical features.</p> <p>Compare cultures in the United Kingdom to cultures in India.</p>	<p>Understand what resources humans need to survive in certain locations.</p> <p>Understand why some places are better to settle in than others.</p>

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Year 3 and 4	Year 3 and 4 following <b>OPENING WORLDS</b> curriculum from September 2021		
1 <sup>st</sup> Half Term	Rivers	Settlements	Volcanoes
	<p>The River Indus - its source, course, beauty, uses (ancient &amp; modern) and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). Tributaries. How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. What are the similarities and difference.</p>	<p>Settlement types, hamlet, village, town, city etc.; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? Two cities: Cardiff and London, inc. economy &amp; transport. How do people move about in Cardiff? How do people move about in London? (e.g. Tube map). Patterns of settlement in Cardiff and London. Map Skills 2: using a grid to find and compare locations. How are settlements similar and different?</p>	<p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) How do volcanoes affect a place?</p>
2 <sup>nd</sup> Half Term	Mountains	Agriculture	Climate
	<p>Highest mountain in each of the four nations of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes Depth focus: Snowdonia Sustained geographical theme: Relationship between</p>	<p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia,</p>	<p>Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1)</p>

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	mountains and weather Relationship between mountains and people How do mountains interact with what is around them?	Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?	Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude.
<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 their understanding to describe how rivers are formed.  Visit; River Study (End of topic)  Identify features of a river. Understand importance of rivers. Trade	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 of the end of the Roman occupation in Britain. Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo Saxon village.
<b>Year 6</b>	<b>Greece Lightning</b>	<b>Disaster</b>	<b>Rule Britannia</b>

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	<p>Use 4 to 6 figure grid reference. 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. 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><i>Visit/Visitor:</i></p> <p><i>Guest Speaker from University about Natural Disasters. (Week 3)</i> <i>Practical ways to illustrate different disasters.</i> <i>Introduction to case studies.</i> <i>Understand key vocabulary and see these in action.</i></p>	<p>Plot the route Vikings took using maps and atlases. What geographical barriers played a part in their movement?</p>
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