



Poulton Lancelyn
Geography
Long Term Plan
2023/24



Geography Rationale

The primary role of geography at Poulton Lancelyn Primary School is to help children to develop their knowledge and appreciation of their place in our dynamic and ever-changing world. Our curriculum will help the children to develop their understanding of the Earth, its interconnected human and physical landscapes, and the processes that develop and drive these interactions. It will help to prepare children for their role as citizens of a 21st century world and provide them with the essential cultural capital to become global citizens with an awareness of current world events and the passion and confidence to do something about them.

We aim to inspire the children to appreciate the beauty of their semi-rural locality whilst also broadening their horizons and providing them with knowledge and experiences of landmarks, lifestyles and cultures that are not always encountered in our immediate setting.

Geography Intent

<p>Place and Location (population, location, city, country, tourism, scale)</p>	<p>Human Processes and features (language, population, travel, homes)</p>	<p>Physical Processes and features (mountains, rivers, weather, climate zones, biomes, water cycle)</p>	<p>Environmental Impact and sustainability (changes to our world due to humans)</p>	<p>Cultural Awareness and Diversity (mutual respect, RRS, other cultures, religions)</p>
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Cultural Capital (CC)		Equality and Diversity (E&D)				British Values (BV)	
	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Our Home P&L	UK Countries and capital cities P&L HP BV EQ: Where do we live?	Mapping our locality P&L BV EQ: What does a map do and why do we need them?	Deserts P&L PP CC EQ: Are deserts always hot and deserted?	UK Counties and topographical features P&L PP BV EQ: What counties and rivers are near to us?	Pollution and its impact EI CC EQ: What is global warming and what is its effect on the world?	UK Cities of Industry Changes over time Global Trade Links to the UK P&L HP PP BV EQ: Why were trade links established and how have they developed over time?
Spring	Our School P&L	Continents and Oceans P&L EI EQ: What is a continent and where are the oceans?	Where we live Rural Vs Urban P&L HP E&D CC EQ: How is Spital different to Liverpool?	Rainforests P&L HP PP EI CA E&D CC EQ: What are rainforests and why do they need to be protected?	Rivers around the world P&L PP EI CC EQ: How are rivers formed and where are they located?	Pollution solutions and sustainability EI CC EQ: What can we do to save our planet?	The USA P&L PP CA CC EQ: How does the USA compare to the UK?
Summer	Animals of the World P&L	Seasons and Weather Patterns P BV EQ: What is the weather like in the UK?	Coastlines Wirral and Australia P&L HP CA E&D CC EQ: How does Australia compare to the UK?	Where does our Food Come From? P&L HP PP EI CA E&D CC EQ: Where does our food come from?	Mountains, Volcanoes and Earthquakes P&L PP CC EQ: How are mountains, volcanoes and earthquakes made?	Fair Trade P&L EI CA E&D CC EQ: What is fair trade?	Geographical Study Birkenhead, New York and Venice P&L PP CA CC EQ: What are the similarities and differences between Birkenhead, New York and Venice?

Geography Implementation

Geography at Poulton Lancelyn Primary School allows children to develop their knowledge of their local area, the UK and the wider world. The teaching of Geography follows the National Curriculum and uses resources from both the Geographical Association and Royal Geographical Society to ensure that lessons are high quality, comprehensive and progressively throughout the school.

The coverage is planned to ensure that key strands of geography are developed throughout a child's time in school. As children progress through the year groups, they will build upon their previously learnt knowledge and skills to develop their understanding of the Earth, its interconnected human and physical landscapes, and the processes that develop and drive these interactions.

As part of all geography lessons, children will retrieve previous knowledge from both former lessons and past years (where knowledge is built on previous learning). New vocabulary that will be taught is given to the children and previous vocabulary is revised. Subsequently, they develop new knowledge and skills and apply these into a range of geographical collaborative and independent tasks. Children then record what they have learnt into knowledge organisers. At the end of a scheme of work, children will create a double page spread. This allows the children to look back at previous Geography lessons, retrieve their knowledge and organise it on a double page.

Here at Poulton Lancelyn, we use our expansive school grounds and surrounding area to its full potential and give children the opportunity to extend their learning outside of the restraints of a classroom when possible. We value the importance of fieldwork to help children to respect and understand their immediate environment and setting.

Poulton Lancelyn Geography Progression Map 2020-21

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> 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><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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. 		<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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. 			

Locational and Place knowledge	Name and find the continents of the world on maps and in atlases	Name and find local towns and cities of the UK	Name and locate the major cities of the UK	Name and locate the major towns of the UK	Name and locate the counties of the UK (link with War of the Roses)	.Name and locate the counties of the UK (link with Industrial Revolution)
	Name and locate the oceans of the world on maps and in atlases	Name the major cities of England, Ireland, Scotland and Wales	Name and locate the key geographical regions of the UK	Name and locate the counties of the UK (link with Viking place names)	Name and locate key mountain ranges around the world	Name and locate countries in the Commonwealth
	Identify the four countries that make up the UK	Name and find the continents of the world on maps and in atlases	Name and locate key topographical features of the UK e.g. mountains and lakes	Name and locate UK rivers		Name and locate some countries within North America relation to the Arctic Circle and The Tropic of Capricorn and Cancer
	Locate China	Name some famous rivers and seas in the UK and other countries	Identify the location of the Prime Meridian	Locate the world's rainforests		Locate rivers or other key topographical features
	Locate some cities in China	Name and locate Australia on a world map	Locate South America on a world map and globe in relation to the UK and its surrounding oceans and countries.	Name and locate countries in the Northern and Southern Hemispheres		Explain why there are different time zones in relation to the Greenwich Meridian
	Compare life here and life in China	Name and locate some capital cities of countries within a non-European country	Identify and locate the deserts			Name and locate parts of Europe including The Mediterranean
	Compare the similarities and differences between life here and China	Compare and contrast life in UK to life in a non – European country				

Maps and digital mapping	<p>Find places using a postcode or a simple name search</p>	<p>Locate human features on maps</p>	<p>Use an atlas appropriately using contents and index</p>	<p>Use 4-figure grid references to record a location.</p>	<p>Plot OS map symbols on a blank map to identify physical and human features</p>	<p>.Use 6 figure grid references to build their knowledge of the UK</p>
	<p>Add simple information to maps for example labels and markers</p>	<p>Locate physical features on maps</p>	<p>Use OS maps to identify our local area and our school</p>	<p>Use some Ordnance Survey style symbols to create a map</p>	<p>Interpret climate graphs to understand differences in climate within Africa</p>	<p>Use a 6 figure grid reference to plot a route on a map</p>
	<p>Locate human features on maps</p>	<p>Use the measuring tool with support to show distance between two places</p>	<p>Use a legend to find areas of higher ground on a map;</p>	<p>Label the same places on a map and aerial photograph</p>	<p>Find differences between photographs of the same location.</p>	<p>Use a compass to navigate to a destination</p>
	<p>Locate physical features on maps</p>	<p>Use maps to study a non-European country</p>	<p>Using digimaps map land use over time</p>		<p>Find similarities between photographs of the same location.</p>	<p>Use historical maps to investigate urban changes over time</p>
	<p>Use a map to explore the local area</p>				<p>Find differences between maps of the same location.</p>	<p>Use a range of maps e.g. political, tectonic and topographical to define where Europe begins and ends</p>
	<p>Find key geographical landmarks on a map</p>					

Human Geography

<p>Identify human features e.g. our school, houses, shops, city, town, village, factory, farm, office, port and harbours</p> <p>.Give example of ways in which humans can impact beaches and oceans</p> <p>Describe culture from another continent e.g. Chinese culture in Asia</p> <p>Compare their own lives with the lives of children living in China</p>	<p>Annotate human features on a map e.g. our school, houses, shops, city, town, village, factory, farm, office, port, harbour and shop</p> <p>Describe the human features of an area and explain the reason for these features</p> <p>Describe the positive and negative effects that humans can have on a locality</p> <p>Describe and compare culture from another continent to UK</p> <p>Annotate and describe human features on a map of a non-European country</p>	<p>Explain why a locality has certain human features</p> <p>Explain how humans are impacting on the environment</p> <p>Explain how humans can have a positive impact on the environment (in relation to human features e.g. solar panels, vegetable patches)</p>	<p>Explain how a locality has changed over time due to human impact</p> <p>Describe and understand key aspects of human geography including types of settlement and land use</p> <p>Describe different ways that people are trying to improve their environment</p>	<p>Describe the effects of a variety of human activity on the environment</p> <p>Explain the land use in some parts of Yorkshire and Lancashire</p> <p>Describe how human activity has caused an environment to change</p> <p>Describe the effects in detail of a variety of human activity on the environment</p> <p>Describe in detail further actions that can be taken to minimise the negative impact of human activity on the environment</p>	<p>Give a description of human features around the world and how physical features have impacted upon them</p> <p>Describe and understand key aspects of human geography including economic activity including trade links</p> <p>Compare day to life of a child in Europe compared to their own – thinking clearly about stereotypes</p>
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Physical Geography	Identify physical features e.g. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Annotate physical features e.g. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Consider physical features of a locality and the impact these may have on human activity	Explain how a locality has changed over time with reference to physical features	Describe in detail natural causes of air pollution	Understand and use the term 'sustainable development'
	Identify the 'ocean- zones' and the animals that live there.	Describe the physical features of an area and explain the reason for these features	Discover key geographical features (desert, mountain ranges, rivers and rainforests) of South America	Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts	Identify the physical features of an area of Yorkshire and area of Lancashire compare to our locality	Examine how trade links are affected by physical geography
	Describe whether a country is hot or cold and begin to explain why	Use basic geographical vocabulary to refer to physical features	Identify the physical features of the Atacama Desert	List some features of a river's upper course.	Describe in detail the effects of volcanic eruptions on the environment	To explain how a canyon is formed
	Identify seasons and describe them in relation to weather patterns	Describe the climate of a continent and explain why it is hot or cold with reference to the equator and North and South Poles		List some features of a river's middle course.	Understand and explain the process of global warming	To use knowledge about physical geography to explain why some places are more populated than others
				List some features of a river's lower course	Describe the effects of global warming	
				Explain how the water cycle works	Identify how the physical geography of a country affects sustainable living	
					Identify how mountains are formed	
					Describe how volcanoes and earthquakes are created	

Geography skills and fieldwork	<p>Use simple shapes (key) to begin to create simple maps</p> <p>Use directional language such as near and far and left and right to describe the location of things on a map</p> <p>Think of relevant questions to ask about a locality</p> <p>Conduct a coastal study comparing a UK coastline to a non-European coastline</p> <p>Investigate the temperature changes of the UK and how they differ to a non-European country</p> <p>Conduct a traffic study to compare the traffic in the locality to a non-European locality</p> <p>Conduct a seasonal study to witness the changes to vegetation over the year.</p>	<p>Draw a simple route using compass directions</p> <p>Compare and contrast a UK and non-European river</p> <p>Draw a simple map of a non-European country</p> <p>Observe images from another place and ask geographical questions</p> <p>Conduct a population study of their locality and compare it to the populations of a non-European locality</p>	<p>Recognise the 8 points of the compass</p> <p>Make accurate measurements of distances</p> <p>Map land use in NW England</p>	<p>Accurately measure and collect data in a location (e.g.temperature/noise levels).</p> <p>Plot a journey</p>	<p>Collect information about a place and use it in a report</p> <p>Assess our own impact on the environment</p>	<p>Analyse population data between two periods of times and report on findings and questions raised</p> <p>Assess our own impact on the environment and suggest improvements</p> <p>Analyse historical maps to examine change over time caused by global warming</p> <p>Use the 8 compass points to describe countries in relation to each other in Europe.</p>
Vocabulary	<p>Beach, coast, sea, ocean, mountains, river, city, port, harbour, season, weather, culture, temperature</p>	<p>Forest, hill, mountain, river, lake, soil, valley, vegetation, cliff, seasons, weather, city, town, village, farm</p>	<p>Human/physical geography, rural, urban, migration, rivers, soil, climate zones, biomes, vegetation belts, settlements, water, food, desert</p>	<p>Rainforest, deforestation, grid references, , cities, towns, villages, economic activity, settlements global warming, biomes</p>	<p>, population, climate, landscape, climate change, trade links, economic activity, land use mountains Sustainable development Volcano, earthquake</p>	<p>population, time zones, latitude, longitude, settlements, compass, , climate zones, trade links water cycle,</p>

