Poulton Lancelyn

Geography

Long Term Plan

2022/23

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

Place and Location (population, location, city, country, tourism)	Space (trade, migration, borders)	Scale (local and regional)	Human Processes and features (language, population, travel, homes)	Physical Processes and features (mountains, rivers, weather, climate zones, biomes, water cycle)	Environmental Impact and sustainability (changes to our world due to humans)	Cultural Awareness and Diversity (mutual respect, RRS, other cultures, religions)

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 immediate environment Home and School P&L	UK Countries and capital cities (name and locate) P&L S *EQ: Where do we live?*	UK Countries (characteristics) P&L H P Sc BV *EQ: What countries make up the UK?*	Geographical regions of the UK P&L HP PP Sc BV *EQ: What are regions and what are the regions of the UK?*	UK counties and rivers P&L HP PP Sc BV *EQ: What counties and rivers are near to us?*	UK Counties (Yorkshire and Lancashire) P&L HP PP Sc BV *EQ: What is significant about Yorkshire and Lancashire?*	UK Cities of Industry Changes over time Global Trade Links to the UK P&L HP PP Sc Sp BV *EQ: Why were trade links established and how have they developed over time?*
Spring	Our locality Mapping and route P&L	Our Seasons and Weather Patterns P BV *EQ: What is the weather like in the UK?*	Where we live P&L H P E&D CC *EQ: How is Spital different to Liverpool?*	Deserts P&L PP CC *EQ: Are deserts always hot and deserted?*	Rainforests P&L HP PP EI CA E&D CC EQ: *What are rainforests and why do they need to be protected?*	Mountains, Volcanoes and Earthquakes P&L PP Sc CC *EQ: How are mountains, volcanoes and earthquakes made?*	The USA P&L PP Sc Sp CA CC *EQ: How does the USA compare to the UK?*
Summer	Hot and cold countries P&L	China P&L H P CA E&D CC *How does China compare to the UK?*	Australia P&L H P 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?*	Fair Trade P&L EI CA E&D CC *EQ: What is fair trade?*	Climate and Pollution EI E&D CC *EQ: What can we do to save our planet?*	The Mediterranean P&L HP CA CC BV *EQ: What does the term 'Mediterranean' mean and how does life there compare to the UK?*

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 are 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	**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 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.		**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.		

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

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

Human Geography	Identify human features e.g. our school, houses, shops, city, town, village, factory, farm, office, port and harbours .Give example of ways in which humans can impact beaches and oceans Describe culture from another continent e.g. Chinese culture in Asia Compare their own lives with the lives of children living in China	Annotate human features on a map e.g. our school, houses, shops, city, town, village, factory, farm, office, port, harbour and shop Describe the human features of an area and explain the reason for these features Describe the positive and negative effects that humans can have on a locality Describe and compare culture from another continent to UK Annotate and describe human features on a map of a non-European country	Explain why a locality has certain human features Explain how humans are impacting on the environment Explain how humans can have a positive impact on the environment (in relation to human features e.g. solar panels, vegetable patches)	Explain how a locality has changed over time due to human impact Describe and understand key aspects of human geography including types of settlement and land use Describe different ways that people are trying to improve their environment	Describe the effects of a variety of human activity on the environment Explain the land use in some parts of Yorkshire and Lancashire Describe how human activity has caused an environment to change Describe the effects in detail of a variety of human activity on the environment Describe in detail further actions that can be taken to minimise the negative impact of human activity on the environment	Give a description of human features around the world and how physical features have impacted upon them Describe and understand key aspects of human geography including economic activity including trade links Compare day to life of a child in Europe compared to their own – thinking clearly about stereotypes

Physical Geography	Identify physical features e.g. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify the 'ocean- zones' and the animals that live there. Describe whether a country is hot or cold and begin to explain why Identify seasons and describe them in relation to weather patterns	Annotate physical features e.g. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Describe the physical features of an area and explain the reason for these features Use basic geographical vocabulary to refer to physical features Describe the climate of a continent and explain why it is hot or cold with reference to the equator and North and South Poles	Consider physical features of a locality and the impact these may have on human activity Discover key geographical features (desert, mountain ranges, rivers and rainforests) of South America Identify the physical features of the Atacama Desert	Explain how a locality has changed over time with reference to physical features Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts List some features of a river's upper course. List some features of a river's middle course. List some features of a river's lower course Explain how the water cycle works	Describe in detail natural causes of air pollution Identify the physical features of an area of Yorkshire and area of Lancashire compare to our locality Describe in detail the effects of volcanic eruptions on the environment Understand and explain the process of global warming Describe the effects of global warming Identify how the physical geography of a country affects sustainable living Identify how mountains are formed Describe how volcanoes and earthquakes are created ..	Understand and use the term 'sustainable development' Examine how trade links are affected by physical geography To explain how a canyon is formed To use knowledge about physical geography to explain why some places are more populated than others

Geography skills and fieldwork	Use simple shapes (key) to begin to create simple maps Use directional language such as near and far and left and right to describe the location of things on a map Think of relevant questions to ask about a locality Conduct a coastal study comparing a UK coastline to a non-European coastline Investigate the temperature changes of the UK and how they differ to a non-European country Conduct a traffic study to compare the traffic in the locality to a non-European locality Conduct a seasonal study to witness the changes to vegetation over the year.	Draw a simple route using compass directions Compare and contrast a UK and non-European river Draw a simple map of a non- European country Observe images from another place and ask geographical questions Conduct a population study of their locality and compare it to the populations of a non-European locality	Recognise the 8 points of the compass Make accurate measurements of distances Map land use in NW England	Accurately measure and collect data in a location (e.g.temperature/noise levels). Plot a journey	Collect information about a place and use it in a report Assess our own impact on the environment	Analyse population data between two periods of times and report on findings and questions raised Assess our own impact on the environment and suggest improvements Analyse historical maps to examine change over time caused by global warming Use the 8 compass points to describe countries in relation to each other in Europe.

Vocabulary	Beach, coast, sea, ocean, mountains, river, city, port, harbour, season, weather, culture, temperature	Forest, hill, mountain, river, lake, soil, valley, vegetation, cliff, seasons, weather, city, town, village, farm	Human/physical geography, rural, urban, migration, rivers, soil, climate zones, biomes, vegetation belts, settlements, water, food, desert	Rainforest, deforestation, grid references, , cities, towns, villages, economic activity, settlements global warming, biomes	, population, climate, landscape, climate change, trade links, economic activity, land use mountains Sustainable development Volcano, earthquake	population, time zones, latitude, longitude, settlements, compass, , climate zones, trade links water cycle,