Poulton Lancelyn

Geography

Long Term Plan

2021/22

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 Isles	Our School – people who help us in our society Describe immediate environment (people culture and communities)	UK Countries and capital cities (name and locate) P&L S Seasons and Weather Patterns P BV	UK Countries (characteristics) P&L H P Sc BV	Geographical regions of the UK P&L HP PP Sc BV	UK counties UK Rivers P&L HP PP Sc BV	UK Counties (Yorkshire and Lancashire) P&L HP PP Sc BV	UK Cities of Industry Changes over time Global Trade Links with the UK P&L HP Sc Sp BV
Spring Our World	People, culture and communities Compare life in this country and life in other countries (maps)	Asia P&L Sc H P CA E&D CC	Australia P&L H P CA Sp Sc E&D CC	South America P&L HP PP CA Sc E&D CC	Europe P&L HP PP CA Sp Sc E&D CC	Africa P&L HP PP CA Sp Sc E&D CC Fairtrade EI CC E&D	North America/ Mountains P&L PP HP CA Sc CC
Summer Our Planet	Natural World- processes and changes in the natural world e.g. seasons	Oceans P&L P Sc Continents P&L P Sc Great Barrier Reef Ocean Sustainability EI CC	Rivers P&L P H Pollution EI Ganges P&L P H River Sustainability EI CC	Homes P&L HP Sc Recycling EI Sustainability at home EI CC	Rainforests P&L PP Deforestation EI Water Cycle PP E&D CC	Tectonic plates Volcanoes and earthquakes P&L PP Causes of Air Pollution HP PP Global Warming EI CC	Interconnections UK, China, Middle East Air Pollution Solutions P&L PP HP EI CC

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 and their capital cities .Locate some countries in Asia e.g. China Locate some capital cities in Asia e.g. Beijing Compare life here and life in Asia .Compare the similarities and differences between schools here and schools in Asia	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 anon 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 Locate South America on a world map and globe in relation to the UK and its surrounding oceans and countries. Identify and locate the climate zones of South America. Locate South America's most populated areas and cities on a map of South America. Explore the similarities and differences between a rural and urban area in South America. Comparing and contrasting aspects of life in Brazil to the UK.	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 Name some countries that make up the European Union Locate the world's rainforests Name and locate countries in the Northern and Southern Hemispheres Name and locate European countries inc Russia and their capital cities and major seas. Locate countries involved in WW2 and the growth of the Nazi empire Locate North Africa and the migration routes used to Europe	Name and locate the counties of the UK (link with War of the Roses) Name and locate some countries within Africa Name and locate key features in Africa including rivers, deserts, settlements and national parks Recall geographical similarities and differences of different places within Africa (compare two regions human and physical). Describe and understand the population characteristics of different settlements in Africa (and how physical features affect this). Locate the River Nile and the countries it flows through	.Name and locate the cities 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 North American rivers or other key topographical features Compare and contrast the geographical locations of the seven climate zones Explain why there are different time zones in relation to the Greenwich Meridian and locate the Prime Meridian

Maps and digital mapping	1.Find places using a postcode or a simple name search 2.Add simple information to maps for example labels and markers 3.Locate human features on maps 4.Locate physical features on maps 5.Use a map to explore the local area 6.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 the journey of a UK river Use maps to study a non-European river	Use an atlas appropriately using contents and index Use OS maps o 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 Read maps that show population spread in South America and create a map key	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 Create a tour builder of European countries	.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 thesame location.	.Use 6 figure grid references to build their knowledge of the UK Plot a journey of produce across the world 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

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 Discuss the lives of rich and poor communities in Asia Compare their own lives with the lives of children living in Asia	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 why most people living in South America live in coastal regions Compare the daily lives of children living in rural and urban areas of South America with children in the UK Explain how the climate of South America has an impact upon their agriculture	Explain how a locality has changed over time due to human impact List some ways that rivers are used both advantage and disadvantages . Describe what a dam is. Give the location of one major dam. .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 Compare the similarities and differences of the human geography of Eastern Europe to Western Europe Explain why people travel from one country to another for tourism and asylum	Describe the effects of a variety of human activity on the environment Explain the land use in some parts of Yorkshire and Lancashire Understand the location and features of key settlements in Africa Understand the impact of the environment on humans, particularly droughts Understand the impact a poor economy can have on residents of a country	Give a description of human features around the world and how physical features have impacted upon them 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 Describe and understand key aspects of human geography including economic activity including trade links Compare the lives of Inuit people with our own lives

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 Label the features of a river Use basic geographical vocabulary to refer to physical features e.g. American national parks and animals that live there and cliffs and their features (Grand Canyon and Niagara Falls) 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 Identify the physical features of the Andes mountain range	Explain how a locality has changed over time with reference to physical features 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 Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts Compare the similarities and differences of the physical geography of Venice to Liverpool 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 how volcanoes and earthquakes are created Locate volcanoes 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	Understand and use the term 'sustainable development' Identify how mountains are formed Identify physical of features of North America and compare with the UK including flora and fauna Organise information about the world's Biomes Compare and contrast the biomes of the world to North America Examine how trade links are affected by physical geography

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 Use fieldwork and observational skills to study a river 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 Conduct a forest study and compare it to a non-European forest	Recognise the 8 points of the compass Make accurate measurements of distances Map land use in NW England Gather data of items of litter found in Wirral and present information on a graph Investigate the recycling process Compare the rainfall of the UK to the rainfall of South America	Accurately measure and collect data in a location (e.g.temperature/noise levels). Plot a journey from one European country to another Using the 8 compass points to describe countries in relation to each other in Europe. Analyse and compare data (population, climate, rainfall) from a European country to UK Compare and contrast two European regions To study plant life in their locality and compare it to other plants across Europe	Plan a journey to another part of the UK . Plan a journey to another part of the world taking into account distance and time Collect information about a place and use it in a report Assess our own impact on the environment Study housing in the UK and compare it to African housing Understand methods of sustainability, both in the UK and Africa	.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 Collect and present data to show the impact of the Walking Bus on local area Describe ways to improve the global warming crisis Use geographical sources to explain physical features of a place (climate) Conduct a wildlife study to compare the wildlife in our locality to the wildlife in North America Analyse historical maps to examine change over time caused by global warming

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, water cycle, mountains, cities, towns, villages, economic activity, settlements, trade links	Volcano, earthquake, population, climate, landscape, climate change, trade links, economic activity, land use	Sustainable development, population, time zones, latitude, longitude, settlements, compass, biomes, climate zones, global warming