All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'

Geography Long Term Plan

	Autumn	Spring	Summer
	Knowledge and Understanding of the World: The World		
Year R	Children can talk about familiar people, their home, community and the world around them showing an understanding of differences and similarities in religions, cultures and traditions. Children begin to understand the need to respect and care for the natural environment and all living things. With some adult support they will be aware of the wildlife found in their local environment and will begin to compare it with other areas of the world. Through stories and non-fiction texts they will become aware of the wider world and how it may different to our part of the world. They will begin to make comments on the environment around them and have an awareness of how their actions can affect it.		
	Knowledge and Understanding of the World: People, Culture and Communities		
	With adult support children are able to talk about similarities between some familiar environments (school & nursery, holiday & home). They begin to show an awareness that there are other countries and may be able to talk about the differences they have experienced or seen in pictures. Children recognise some similarities and differences between life in this country and life in other countries. They have an understanding of where they live and the community they live in. Children show that they are able to make comments on similarities and differences between people and places.		
	How can we help The Jolly Postman to deliver his letter to Mrs Hall's office? (Stewardship)	**What is the weather going to be like?** **Significant person – Joanne Simpson – first female meteorologist to earn Ph.D**	**What geographical features can we find during a hike and why is it so special?** HIKE – by Pete Oswald
Year 1	Local area **Fieldwork**: Use a site map of the school to label all of the classes, kitchen, Mrs Hall's room and the office. Create a simple map for The Jolly Postman to follow Develop a key for a map Give The JP directions to follow using directional language - position and space, turn, next to, left, right Listen to an adult asking an adult about familiar environments	UK **Fieldwork**: Where in the school would be a good place to set up a weather station? Create a simple windsock to measure wind speed. Investigate their surroundings – hotter, drier, cooler, wetter, damp etc. Name and locate the 4 capitals of the UK Identify the UK on a world map Create a weather vlog to describe the weather in the 4 countries of the UK (use Audiomass and weather symbols to record)	World / Utah North America **Fieldwork:** Walk to St Giles Hill Map and symbol recording. Is this like the Hike? What would you pack for a hike? Name and locate the world's 7 continents and 5 oceans Locate Utah, North America & Winchester, Hampshire, UK

	Draw simple features they observe in their familiar environment (this could be a homework task to show where they live, what road, what features such as park, post box, shop, bus stop, church, car park) Recognise a photo/video taken by a teacher as a record of local features and landmarks Draw picture maps of imaginary places/from stories Use a simple picture map to move around the school Alternatively make a 3D model of a map of Highcliffe (church, school, stadium, allotments) Identify the outline and shape of the UK	Express own views through speaking Use own symbols on maps Learn names of some places within/around the UK they have visited	Use the images and the front cover the book Hike to establish main physical and human features. Use maps, digimaps, atlas to identify hills, mountains, forest, rivers Location of hot and cold areas in the world Identify difference between a 'walk' and a 'hard walk' Would the hike be the same/different in different seasons/weather? Compare symbols on a map for forests etc Compare images
	What do people like to do when they visit the beach? **Visit to Southsea beach.** **(Stewardship)** **Significant person – Ida Slater & Mary Anning (first female palaeontologists and geologists)**	**I spy from the sky?** **How Globally Connected is All Saints to the World? (Stewardship)** **Text – Where does our food come from?**	**How can we make our school more eco-friendly? (Stewardship)** **Our Wonderful World** **(Stewardship)**
Year 2	UK (Southsea) **Fieldwork**: Carry out a survey to find out what beaches people have visited **Fieldwork:** collectively think of responses to the question – What do you do when you go to the beach? Create a table then ask staff and peers. Use tallies to record data. Locate local beaches of Southsea, Lee-on-the-Sea, Hayling Island, Wittering Use compass points NSEW to describe our nearest coastline and beaches. Use different sources of information to make simple comparisons between features of different places and different beaches (sandy, pebbly, sand dunes, pier etc) Identify and name the 7 continents & 5 oceans (zoom out) Revisit – UK countries & add capital cities Edinburgh, Belfast, Cardiff, London (zoom in) Do all of the UK countries have beaches and a coastline? Find land and sea on a map Compare Southsea to other beaches and coastlines	India **Fieldwork**: Carry out a survey to find out where things we use in school come from (school jumper, pencils etc). Where does our food for our lunch come from? **Fieldwork:** Car park survey. Where do our cars in the school car park come from? Choose a make of car – where in the world do they come from? Using our fieldwork, how globally connected are we? Revisit - Identification and naming of the 7 continents. Which countries and continents do we import our goods from most? What is the environmental impact of our shopping habits? Use an infant atlas to locate places Use a world atlas with cocktail sticks to highlight the items. Recognise features of India from the sky (Taj Mahal, River Ganges, rice terraces, major cities)	Our Wonderful World **Fieldwork:** Find out from the kitchen, office and classes how we travel to school, what we recycle and how we recycle, disposable usage (paper towels and cleaning products) Investigate the impact that people have on the environment Make appropriate observations about why things happen Express views through speaking Express views on the environment of a locality and recognise how people affect the environment Ask a familiar person prepared question Use a proforma and put ticks in boxes Count the number of tallies Use a camera/video with help to record what they have seen

	Express views on the environment of a locality and recognise how people affect the environment Follow directions (NSEW) Draw a map of a real place – using visit to Southsea Map out museum, pier, aquarium, shoreline, hovercraft terminal Homework – draw an imaginary beach provide list of features they must include alternatively they could make a 3D model of a beach Use large scale OS maps Use simple compass directions Human and physical features	What items do we import from India? Locate and describe the features of India and add to a blank map. Use colour codes of an atlas to describe climate and land use Compare staple food of India (Rice) to UK (Potato farming Why do we not grow rice in the UK?	
	Why do people visit Winchester? What is to the North and South of our school?	**Why do people visit Italy? Do you agree with the day—tripper tax? Should Winchester introduce this? (Democracy)**	**Can Southampton be described as a 'Gateway to the world'? (Stewardship) The journey of a tomato. (Stewardship)**
Year 3	Hampshire **Fieldwork:** Design questions to survey the staff to find out their favourite places in Winchester **Fieldwork** – survey traffic Use tallys and draw conclusions on type of traffic entering Winchester (vans, cars, delivery trucks etc, buses) Walk into Winchester to map out and plot tourist attractions using grid referencing Point out useful things to photograph/video Locate Winchester on a map, identify county and bordering counties. Create a map of Hampshire to include Southampton with a detailed key Make a map of a short route experienced with features in correct order (their walk into town, their walk to school etc). Walk the local area, what is to the north and south of our school? (Allotments, park, shops, stadium, church etc.)	Italy **Fieldwork:** Virtual Venice trip Venice day experience – set up the classroom with food tasting, opera, gondola point, signage etc. Begin to ask/initiate geographical questions Design questions to find out if a day-tripper tax is fair Debate impact of tourism to Venice Compare Winchester to Venice to identify similarities and differences. Analyse evidence and begin to draw conclusions – make comparisons between two locations using photos/ temperature etc Identify and explain different views of people including themselves Draw a sketch of a simple feature from observation or photo, add colour, texture and detail to own field sketches. Add title and descriptive labels with support Begin to match boundaries (find same country boundary on different sized maps) Use map sites on internet	Southampton **Fieldwork**: Survey -Where do the foods for our school lunch come from? What is the impact of the transportation of products that we import? Use daily shipping cargo arrivals and departures information from Southampton Analyse evidence and begin to draw conclusions – make comparisons between two locations using photos/ temperature (Winchester – Almeria) Explore geographical issues through discussion or through drama Simply present findings Watch/listen carefully to recordings and write what they find out Use 4 compass points to follow/give directions Make a simple scale drawing Know why a key is needed and use standard symbols Begin to draw a sketch from a high view point Use large scale OS maps

	Use large scale OS maps to locate major landmarks, Name and locate counties and cities of the UK, identify human and physical features, key topographical features, understand how land use has changed over time use digimaps to compare 1850, 1950 etc – compare Winchester from 1850 to now	Begin to use junior atlases, name the 7 continents and 5 oceans Locate places on larger scale maps Locate the world's countries using maps to focus on Europe, concentrate on their environmental regions, key human and physical features, and major cities	Begin to identify features on aerial photographs Map routes of export to import of the tomato – which is the shortest route? Discuss job/economic implications of Tomato growers, delivering workers/transport if we were able to grow our own tomatoes all year round.
	How could we get more people to visit Winchester? (Stewardship)	**What could maps tell us about Chamonix and Winchester?** **Mountains** **Significant person - Sudipta Sengupta – structural geologist, a trained mountaineer and an explorer**	**Why do people continue to live in dangerous places? (Legacy)** **Volcanos** **Significant person – Katia and Maurice Krafft (Volcanolgists)**
Year 4	N.America: New York **Fieldwork**: What places do people visit in Winchester and why? Environmental tourism – positives v negatives Investigate places and themes at more than one site Analyse evidence and draw conclusions – make comparisons between location photos/maps Suggest how photos provide useful evidence for their investigations Locate a photo on a map Suggest what to record for their investigation Commentate on the recording, describing and suggesting explanations of what they see Count and record different types at the same time using a tally Organise results in a spreadsheet Use map sites on internet Understand similarities and differences between a region of the UK and of a region in N. America Prime/Greenwich meridian and time zones	Local area/French Alps (Chamonix) **Fieldwork**: Virtual Flight over the French Alps **Fieldwork:** Find the highest point in the school – is it cooler, warmer, drier, hotter, wetter. How does it compare to be on a mountain? Where is it most windy/wettest/warmest does it make a difference being higher up? Use satellite images and aerial photographs as sources of information to locate mountain ranges in France What do you want to find out about mountain ranges? Record the main points shortly after asking questions Describe and understand aspects of mountains How are mountains represented on a map? Understand gradients using maps Annotate a sketch of a mountain with descriptive and explanatory labels Add title location and direction to sketch Use a camera independently Annotate the photo Use easy to read instruments e.g. metre tape Use 4 compass points well: begin to use 8 compass points Use letter/no co-ordinates to locate features on a map confidently Make a map of a short route experienced with features in correct order Make a simple scale drawing	World Dangerous places to live in the world **Fieldwork:** Survey – Would you Rather Live near an Earthquake or Volcano? Survey: Ask and respond to questions and offer their own ideas Suggest questions to ask as part of an investigation Use a database to present findings Identify and explain different views of people including themselves Locate places on a large scale map Follow a route on a large scale map Begin to match boundaries e.g. find same boundary of a county on different scale maps Draw a sketch map from a high view point Use junior atlases Identify features on aerial/oblique photographs Understand and describe aspects of: volcanoes and earthquakes Use live weather, wind and climate watch for Global views Identify the position and significance of latitude, longitude, equator, northern/southern hemisphere, tropics of cancer and Capricorn

		Know why a key is needed Begin to recognise symbols on an OS map Use large and medium scale OS maps	
	Why do we need to store water? (Stewardship) **Why do we have hose pipe bans and floods?**	**How is the land of Winchester serving the surrounding area serving the city?** **What is the impact of the Silver Hill Development? (counsellor guest visitor and local farmer) (Democracy)**	**Are Climates country specific?**
Year 5	Winchester **Fieldwork**: Trip to the Itchen for river study How healthy is our local river? Describe the importance of conserving and storing water Describe ways our school could save water Begin to use primary and secondary sources of evidence in their investigations Evaluate a field sketch against criteria and improve it Use sketches as evidence in an investigation Make a judgement about best angle and viewpoint Evaluate usefulness of their photos Use photos for their investigations Where do we store water? Explain why we have hose pipe bans and flood plains Describe a reservoir Use 8 compass points; begin to use 4 figure co-ordinates to locate features on a map Begin to draw maps based on own data Find/recognise places on maps of different scales Understand and describe aspects of rivers and the water cycle Compare the River Ganges to the River Itchen	Hampshire **Fieldwork:** Interview local residents in Winchester How has Winchester changed? **Fieldwork:** How much of our local area is farmland? What local areas are being development and how are they serving our city? Interview local counsellor and surrounding farmers. Analyse the environmental impact of using local food. Understand the importance of maintaining farmland in and around Winchester. Explain import, export and trade. Begin to suggest questions for investigating Prepare questions for an interview Make brief notes during interview to help make a clear record of main points Design own census, pilot, with help and evaluate it Begin to use 4 figure co-ordinates to locate features on a map Draw a sketch map using symbols and a key. Use/recognise OS map symbols Compare maps with aerial photographs Measure straight line distance on a plan Draw a plan view with some accuracy Use medium scale land ranger OS maps Use a range of measuring instruments in investigations Understand and describe aspects of economic activity	S.America: Peru **Fieldwork:** Survey - What weather do you prefer and why? Investigate places with more emphasis on the larger scale Analyse evidence and draw conclusions e.g. influence of temperature on people and their everyday lives Make links to water / rainfall in the UK Compare - What side of the UK has most rainfall? Compare East coast to West coast of the UK Use a database to interrogate and amend information collected Begin to use atlases to find out about other features of places Use index and contents page within atlases Understand and describe aspects of climate zones and biomes
	Why should we live more sustainably? **Resources** **(Stewardship)**		**How has the UKs coastline changed and who benefits from the changes? (Legacy)** **Natural Disaster link / climate change**

Year 6	World **Fieldwork:** Explore climate change using a dome in different parts of the school Fieldwork: How are we contributing to climate change? Carry out a school survey of waste. What environment impact does this have? Explain energy, minerals, food and water of the world and the impact of deforestation. Identify climatic zones, biomes and vegetation belts. Identify different forms of renewable energy and use a map to locate natural resources in different countries. Understand the importance of rainforests Describe the difference between renewable and exhaustible resources Explain how fossil fuels affect the environment Analyse the difference between circular and linear economy Describe and compare biomes Collect and record evidence unaided Analyse evidence and draw conclusions Use a database to interrogate and amend information collected Select and use a range of measuring instruments in investigations Design own census, pilot and evaluate it Use latitude and longitude on atlas maps Use atlas map symbols Use atlas to find out about other features Understand and describe aspects of climate zones and human impact	UK **Fieldwork:** coastal EROSION experiment Orienteering skills on St Giles Hill Annotate variety of past and present maps and data Use digimaps to investigate and track changing coastlines Evaluate quality of the evidence it gives Annotate sketches to describe and explain geographical processes and patterns Use primary and secondary sources of evidence in investigation Evaluate the quality of the evidence Evaluate the quality of evidence gather through photographs and recordings Use 8 compass points confidently and accurately Use 4 figure co-ordinates to locate features on a map Begin to use 6 figure grid refs Draw a variety of thematic maps based on own data Begin to draw plans of increasing complexity Use/recognise OS map symbols Follow a short route on an OS map and describe features shown on OS map Use a scale to measure distances Draw/use maps and plans at a range of scales Draw a plan view map accurately Identify natural disasters and the effects on changing landscapes Explain how natural disasters and climatic changes have affected the supply of food, water, energy and resources.