# Timothy Hackworth Primary School Geography Long Term Plan

| Year | Autumn | Spring | Summer |
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| ***The sequencing of units is based on going up the geographic scale: large/small, local/ UK/continental/global, over the course of each year to allow pupils over time to link back to and build upon prior knowledge.*** ***Locational knowledge, place knowledge and human and physical geography have been divided into Knowledge and Understanding to further focus intent.*** *K = **Knowledge** (people, places, processes, key physical/human features, terminology/vocabulary) **U = Understanding** (similarities/differences, interactions, cause/effects, developments) **S/F = Skills/Fieldwork** (data, maps, atlases, photographs, surveys, observations, measurements, recordings, evaluations)* | | | |
| **EYFS** | **In the Early Years, Geography is taught thematically through 'Understanding the World'. Cross-curricular learning opportunities support children to understand the similarities and differences between themselves and others, and amongst families, communities and traditions; between environments and places, noticing changes in these and considering how we can respect and care for them. Focus is on first-hand experience of local environments, such as Forest School and walks around school and the local environment, continuous observations of weather and seasons and on learning through topics, festivals, stories and books, for example, Indian, Chinese and African.**<br><br>In the EYFS there are **three characteristics of effective teaching and learning**:<br>• **playing and exploring** - children investigate and experience things, and 'have a go';<br>• **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;<br>• **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.<br><br>**Understanding the world** involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.<br><br>**Early Learning Goals:**<br>Children at the expected level of development will:<br>- Talk about the lives of the people around them and their roles in society;<br>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.<br>- Explore the natural world around them, making observations and drawing pictures of animals and plants;<br>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;<br>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br><br>**Children aged 3-4 will be learning to:**<br>- Show interest in different occupations.<br>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br>- Understand position through words alone, e.g. 'The bag is under the table' with no pointing.<br>- Describe a familiar route.<br>- Discuss routes and locations, using words like 'in front of' and 'behind'.<br><br>**Children in Reception will be learning to:**<br>**-** Talk about members of their immediate family and community.<br>- Name and describe people who are familiar to them.<br>- Draw information from a simple map.<br>- Recognise some similarities and differences between life in this country and life in other countries.<br>- Recognise some environments that are different from the one in which they live.<br>- Select, rotate and manipulate shapes to develop spatial reasoning skills.<br><br>***Key Vocabulary:*** *classroom, little building, toilet, hall, school, yard, path, school grounds, tree, grass, flower, bush, field, hedge, fence, gate, home, house, buildings, land, farm, office, shop, town, up, down, near, far, backwards, forwards, next to, beside, behind, in front, through, underneath, top, bottom, on top, under, over, above, below, around, middle, map, photograph, weather, sun, rain, clouds, fog, hot, cold, snow, ice, windy, shower, sky, season, autumn, spring, summer, winter, plants, soil, village, house, office, shop, farm, map, Shildon, Earth, ocean, sea, seaside, land, island, North pole, compass, forest, hill, wood, river, atlas, globe, United Kingdom, China, India, Africa, America, Australia* | | |
| **1** | **What is my place like?**<br>Focus: Me and my Home and School. Local, large scale, school and its grounds. Introduce using photographs, simple maps and key vocabulary, including positional language.<br><br>**NC Ref**: **Identify seasonal and daily weather patterns**<br>**Use basic geographical vocabulary – human and physical**<br>**Use simple fieldwork/observational skills to study geography of their school and its grounds and know key human and physical features and locational language**<br><br>**Geographical Intent** (intended knowledge)<br>K: Develop simple knowledge about their locality and locational knowledge (**near/far,** left/right) related to their homes and school. Key terms introduced, to include weather observations, and simple sorting of local human and physical features.<br>U: Interactions between people and places, positive/negative observations, how places make them feel.<br>S/F: Use aerial photographs and maps of school, grounds and local area for investigating and information. Use simple fieldwork and observational skills to measure and record features/processes in their school and grounds including weather. Use positional language to describe location of features.<br><br>***Key Vocabulary:*** *school, school grounds, tree, field, hedge, fence, gate, home, buildings, location, address, land, farm, village, house, home, land use, factory, office, shop, town, city,* ***near, far, backwards, forwards****, left, right, map, photograph, ariel, human, physical, weather, types of weather* | **What can I find in my corner of the World?**<br>Focus: Me and my corner of the world. Moving from school and grounds to local area around school. Using maps of local area, adding detail and choosing what to photograph, use accurate geographical vocabulary, especially locational/directional language.<br><br>**NC Ref: Use basic geographical vocabulary to refer to key physical and human features**<br>**Use locational and directional language to describe location of features and routes on a map. Know left and right.**<br>**Use simple fieldwork/observational skills to study geography of their school and its grounds and know key human and physical features of surrounding environment**<br><br>**Geographical Intent** (intended knowledge)<br>K: Develop knowledge of physical and human features in the locality and locational/directional language/terminology to describe them and routes followed on a map. Know they live in Shildon.<br>U: Looking at how people use the local area and the effects of people on a place.<br>S/F: Use a simple local map and a map of UK. Use a map to follow a route and add to a basic map, make a map and a sketch, collect and label photographs, simple surveys and use information gathered. Know and use locational/directional language, (near/far, **left/right)** to describe routes and features.<br><br>***Key vocabulary****: near, far,* ***backwards, forwards, left, right****, season, weather, types of weather, vegetation, plants, soil, village, house, office, shop, settlement, valley, factory, farm, collect, survey, map, sketch, Shildon, vocabulary linked to local landmarks* | **What is our country like?**<br>Focus: Me and my UK. Moving from local to national, knowing shape of UK and its four countries, capitals and seas. Using maps of different scale, introduce atlases and 4 compass points, focusing on knowing North. Use physical/topographical vocabulary.<br><br>**NC Ref: Name, locate and identify characteristics of four countries and capital cities of UK and its surrounding seas**<br>**Identify seasonal and daily weather patterns**<br>**Use basic geographical vocabulary to refer to key physical features of UK**<br>**Use maps, atlases and globes to identify the UK and its countries**<br>**Use locational/directional language and simple compass directions (North) to describe location of features**<br><br>**Geographical Intent** (intended knowledge)<br>K: Develop locational and place knowledge of the UK to include countries, their capitals and surrounding seas. Develop awareness of approx. location of Shildon and that it is in England (North). Develop knowledge of weather as a physical process and identify daily weather patterns in UK.<br>U: Knowledge of some basic similarities/differences between different parts of UK, particularly physical features.<br>S/F: Use GIS, basic atlases, globes and UK maps. Know and use locational/directional language and compass point North; be able to put North on maps. Record on their own maps. Observe daily weather patterns in UK and collect simple weather information.<br><br>***Key vocabulary****: Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, Dublin, North Sea, Atlantic Ocean, The Channel, Irish Sea, direction,* ***left, right****,* ***North****, South, East, West, compass, forest, hill, wood, river, weather, weather types, city, country, capital, map, atlas, globe, collect, record, survey* |

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| **2** | **Why is my world wonderful?**<br><br>Focus: Simple world Maps and features – building on local and national scale and introducing global scale, continents/oceans, basic compass points and the idea of the Equator.<br><br>**NC Ref: Name and locate the world's 7 continents and 5 oceans**<br>**Understand geographical similarities and differences through studying human And physical geography of areas and use basic geographical vocabulary**<br>**Use world maps, atlases and globes to identify countries, continents and oceans**<br>**Know simple compass directions (North and South)**<br>**Use aerial photographs to identify features and use basic symbols**<br><br>**Geographical Intent** (intended knowledge)<br>K: Begin to know names and locations of the continents and oceans. Know two compass points (North, South) and be aware there are 4 main compass points. Know major mountains and rivers of the world.<br>U: Identification of simple similarities and differences.<br>S/F: Use simple world maps showing United Kingdom, England, Scotland, Wales, Northern Ireland, continents, including Africa, oceans, mountains, rivers and the Equator. Use simple atlases, satellite images and aerial photographs to recognise landmarks and basic physical features and be able to put North and South on maps. Begin to know basic symbols.<br><br>***Key Vocabulary:*** *Earth, land, continent, ocean, sea, river, mountain, wildlife, ice, volcano, people, weather, forest, coast, desert, city, Equator, Europe, Asia, Africa, North America, South America, Oceania, Antarctica, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, compass point,* ***North, South****, East, West, direction* | **Wherever next?**<br><br>Focus: Location and journeys – building on naming continents, oceans and compass points to their location and characteristics and that of the Equator. **Fieldwork Visit - Shildon to York.**<br><br>**NC Ref: Name and locate the world's 7 continents and 5 oceans**<br>**Understand geographical similarities and differences through studying human and physical geography of areas and use simple geographical vocabulary**<br>**Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles**<br>**Use world maps, atlases and globes to identify countries, continents and oceans**<br>**Use simple compass directions to describe location of features on a map**<br>**Use aerial photographs and plan perspectives to identify features and use basic symbols on a key**<br><br>**Geographical Intent** (intended knowledge)<br>K: Develop knowledge of globally significant places – the Equator and the Poles – looking at their location and basic defining characteristics, as well as Shildon, significant as their hometown.<br>U: Develop an understanding of some features of the weather in hot and cold areas of the world and their effects.<br>S/F: Use globes and world maps of different types to identify countries, continents and oceans, and begin to know and locate the Poles and Equator. Use locational/directional language to describe features on maps and plan perspectives. Know and begin to use simple compass directions (N, S, E, W) to describe location of features on maps and use and label photographs of key features using simple symbols. Use simple observational skills to study the weather of their school environment.<br><br>***Key Vocabulary:*** *Earth, Poles, Equator, continent, ocean, climate, hot, cold, weather, location, direction, globe, atlas, compass compass point, physical feature,* ***North, South, East, West****, hottest, coldest, temperature, rainfall, wind, Shildon, York, journey* | **What might we see on a holiday?**<br><br>Focus: Place comparisons (geographical features) - contrast a small area of coastal UK (Saltburn) and a small area of coastal Kenya (Mombasa). **Fieldwork Visit to Saltburn.**<br><br>**NC Ref: Name and locate the world's 7 continents and 5 oceans**<br>**Understand geographical similarities and differences through studying human and physical geography of areas and use geographical vocabulary**<br>**Use world maps and atlases to identify countries, continents, oceans and specific areas**<br>**Use simple compass directions to describe location of features on a map**<br>**Use aerial photographs to identify features and use and construct basic symbols on a key**<br><br>**Geographical Intent** (intended knowledge)<br>K: Know the location, shapes and names of all the continents and oceans, the Equator and the location of the UK, its countries and capitals. Know the location and key features of Saltburn (England, European continent) and Mombasa (Kenya, African continent).<br>U: Compare the physical and human geography of Saltburn and Mombasa.<br>S/F: Use aerial photographs, plan perspectives and atlases to locate areas, features and landmarks; be able to put the 4 compass points on maps. Devise a simple map, use directional language and simple compass points (N, S, E, W) to describe location of features on a map and construct basic symbols and a key. Make simple sketches.<br><br>***Key Vocabulary:*** *United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North East, Saltburn, Shildon, Bishop Auckland, Darlington, River Tees, North Sea, physical, valley, beach, cliff, hill, vegetation, human, aquarium, road, shop, town, museum, city, factory, house, farm, harbour, port, crossing, traffic lights, railway, train, station, Africa, Mombasa, Indian Ocean, Kenya, world, continent, location, compass points,* ***North, South, East, West****, direction, key, symbol* |
| **3** | **UK Discovery – is the UK the same everywhere?**<br><br>Focus: Physical and human geography of the UK moving up the scale to develop knowledge at county level and of the variety and diversity of different places in the UK. Physical focus - hills, coasts, rivers.<br><br>**NC Ref: Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics**<br>**Know key topographical features (including hills, mountains, coasts and rivers) of UK and how some of these aspects have changed over time**<br>**Use maps, atlases…and digital mapping to locate countries and features**<br>**Use eight points of a compass ,… and symbols….to develop knowledge of the UK**<br><br>**Geographical Intent** (intended knowledge)<br>K: Develop locational knowledge of the UK to include counties, major towns/cities, physical features and some human features and the location of Shildon in UK - North East England – Co. Durham. Know key topographical features of the UK, including physical features such as hills, mountains, coasts and rivers.<br>U: Contrasting places in the UK – physical features in different parts of the country, differences in weather.<br>S/F: Use of a satellite image, physical feature maps, political organisation map, atlas maps of the UK and OS maps. Be able to add detail to a base map and use OS maps with simple symbols and begin to know eight compass points. Annotate photographs, base maps and satellite images. Describe information suggested by maps/images. Summarise new knowledge and its sources and produce fact files and simple factual accounts.<br><br>***Key Vocabulary:*** *United KIngdom, capital, country, county, Co. Durham, region, North East, Shildon, landscape, relief, landmark, Physical, rivers, mountains, hill climate, weather, vegetation, climate change, coastline, granite, pebble, sandy, chalk, lake, peninsula, satellite image, symbol, grid reference, compass points, (N, S, E, W, SE, SW, NE, NW)* | **Why do we have cities?**<br><br>Focus: UK towns, cities and counties. Key themes land use, settlement and contrasting cities (features/functions); reasons for siting of cities and how they have changed over time.<br><br>**NC Ref: Name and locate counties and cities of the UK and identify human characteristics and how aspects have changed over time**<br>**Use maps, atlases…and digital mapping to locate countries and features**<br>**Use eight points of a compass, four figure grid references, symbols and keys to develop knowledge of the UK**<br><br>**Geographical Intent** (intended knowledge)<br>K: Know the names and locations of major cities of the UK and the difference between a city and a town. Know the location of Shildon in the UK. Know key features of cities using accurate terminology to include site and function.<br>U: Know how cities differ within the UK and some of the possible differences between local cities and some globally significant cities. Look at how places become cities and what happens there. Look at the impact cities have on people and the physical environment.<br>S/F: Use maps and atlases (with symbols, knowing eight compass points and beginning to know four figure grid references), photographs and information texts to gather information.<br><br>***Key Vocabulary:*** *settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical, country, county, population, inhabitant, shopping centre, supermarket, market, satellite image, OS map, symbol, key, compass points, (N, S, E, W, SE, SW, NE, NW), grid reference, four figure grid reference* | **We've got it all! Why is the North East special?**<br><br>Focus: Regional focus on the North East of England, identifying the region and its counties on maps across a variety of scales (global/continental/national/regional). Special focus on economic activity (what's made in the region) in human geography and the water cycle/rivers (formation /impact) for physical geography. **Fieldwork investigation in Durham.**<br><br>**NC Ref: Name and locate geographical regions – the North East of England, and its counties and cities and identify human and physical characteristics**<br>**Understand geographical similarities and differences through the study of human and physical geography of a region (North East England) of the UK**<br>**Describe and understand key aspects of physical geography, including rivers and the water cycle**<br>**Use maps, atlases…and digital mapping to locate counties and features**<br>**Use eight points of a compass, four figure grid references, symbols and keys to develop knowledge of the North East England region**<br><br>**Geographical Intent** (intended knowledge)<br>K: Develop knowledge of the human and physical geography of the North East of England region of the UK. Identify the region and its component counties, and Shildon's location in Co. Durham, on maps across a variety of scales. Identify key human and physical features of the region, including types of settlement, land use, economic activity and rivers.<br>U: Know the varied human and physical geography of the region and what makes it special.<br>S/F: Use information from OS maps (beginning to use symbols, simple keys, eight compass points and four figure grid references), information texts, photographs and fieldwork. Develop their fieldwork by new methods of collecting information, including field sketching and undertaking fieldwork beyond the local area (focusing on an investigation in Durham).<br><br>***Key Vocabulary:*** *county, Co. Durham, region, North East, hills, river, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition, energy, power, transport, employment, resources, factory, production, OS map, symbol, key, compass points, (N, S, E, W, SE, SW, NE, NW), grid reference, four figure grid reference* |

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| **4** | **What can we discover about Europe?**<br>Focus: Develop knowledge/understanding of the location and characteristics of significant human and physical features of Europe. Environmental regions, physical characteristics (vegetation belts, rivers, mountains) and human geography of Europe (key countries, capitals and major cities, crops grown and sources of energy) and key landmarks.<br>**NC Ref: Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key human and physical characteristics, countries and major cities.**<br>**Identify human and physical characteristics, key topographical features and land use patterns of Europe**<br>**Describe and understand key aspects of human geography, including types of settlement, land use and economic activity including trade links**<br>**Use maps, atlases, globes and digital mapping to locate countries and features**<br>**Use eight points of a compass, four figure grid references, symbols and keys to develop knowledge of Europe**<br>**Geographical Intent** (intended knowledge)<br>K: Be able to locate key countries, capitals and physical features in Europe. Be able to locate climate zones, with an introduction to biomes. Develop place knowledge and key human and physical characteristics.<br>U: Develop knowledge of differences across Europe – relief, climate, different biomes.<br>S/F: Develop use of atlas maps, thematic maps and GIS and gathering information from research. Annotate sketch maps and photographs. Describe places geographically and begin to use 8 compass points and four figure grid references to develop knowledge of European countries.<br>***Key Vocabulary:*** *Europe, continent, settlement, country, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse, population, trade, natural resource, city, capital, landmark, symbol, key, compass points, (N, S, E, W, SE, SW, NE, NW), grid reference, four figure grid reference* | **Why does Italy shake and roar?**<br>Focus: A region in Europe - an investigation of the physical and human geography of Italy with special focus on the region affected by tectonic activity – Campania/Bay of Naples Geographically compare to North East England.<br>**NC Ref: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Italy/Campania/Naples**<br>**Describe and understand key aspects of physical geography, including volcanos and Earthquakes; human geography, including human settlement and land use.**<br>**Use maps, atlases, globes and digital mapping to locate countries and features**<br>**Use eight points of a compass, four figure grid references, symbols and keys to develop knowledge of Italy**<br>**Geographical Intent** (intended knowledge)<br>K: Know the location of Italy; identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps and know key features of places. Know where the region of Campania and the area of Naples is in Italy. Know why volcanoes and earthquakes happen.<br>U: Understand geographical similarities and difference through the study of the area around Naples in Italy.<br>S/F: Be able to gather information from different sources, pose geographical questions and add labels to photographs. Consider how photographs provide useful evidence. Be able to locate the position of a photo on a map and use the eight points of a compass and four figure grid references confidently with symbols and keys to develop knowledge of Italy.<br>***Key Vocabulary:*** *continent, Europe, country, region, Italy, Campania, Naples, population, coastline, bay, peninsula, mountain range, Alps, Apennines, river, Po, Tiber, tectonic, plate boundary, volcano (es), Vesuvius, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow, volcanic soil, fertile, earthquake, vibration, fault, tremor, epicentre, Richter scale, seismic, hazard,, symbol, key, compass points, (N, S, E, W, SE, SW, NE, NW), grid reference, four figure grid reference* | **What happens when the land meets the sea?**<br>***Fieldwork – local region. Seaham Coastal Investigation.***<br>Focus: Physical processes that shape the land - coasts. Key features and processes at the coast to include an in-depth fieldwork study/enquiry using a range of fieldwork techniques, resources and geographical skills.<br>**NC Ref: Identify human and physical characteristics and key topographical features (rivers and coasts) of North East England – Seaham, and understand how some of these aspects have changed over time.**<br>**Describe and understand key aspects of physical geography, including coasts.**<br>**Use maps, atlases…and digital mapping to locate places and features**<br>**Use eight points of a compass, four figure grid references, symbols and keys to develop knowledge of Seaham**<br>**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, graphs and digital technologies.**<br>**Geographical Intent** (intended knowledge)<br>K: Know about the physical processes that shape the coast. Know about types of coastal protection and management and its effectiveness.<br>U: Understand coastal processes and their impact on people and landscapes.<br>S/F: Be able to effectively use geographical information from OS maps (with more complex symbols and keys, using eight compass points and four figure grid references), information texts, photographs and fieldwork. Develop fieldwork skills, including planning, risk assessing, devising questions, data gathering, field sketching, analysis and processing, evaluating and presenting.<br>***Key Vocabulary:*** *coast, coastline, coastal, beach, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, river mouth, longshore drift, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour, erode, protect,*<br>*Fieldwork vocabulary: risk, data, sketch, analysis, assessment, evaluation, measure, observe, plan, question, observation, recording, environmental, survey, present, OS map, symbol, key, compass points, (N, S, E, W, SE, SW, NE, NW), grid reference, four figure grid reference* |
| **5** | **What shapes my world?**<br>Focus: The changing shape of the Earth and its features, the interaction between physical processes and the formation of landscapes and landforms and how these affect human experiences (weather, water, ice, tectonics, biomes and climate zones). The impact of human activity on the planet and changes over time. Revising local, national, and continental scales and moving onto global perspectives (particularly in North America).<br>**NC Ref: Identify human and physical characteristics, key topographical features and land use patterns worldwide, especially North America.**<br>**Describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts and mountains**<br>**Describe and understand key aspects of human geography, including settlement and distribution of natural resources including energy, food, minerals and water**<br>**Use maps, atlases, globes and digital mapping to locate countries and features**<br>**Use eight points of a compass, four figure grid references, symbols and keys to develop knowledge of The World, including North America**<br>**Geographical Intent** (intended knowledge)<br>K: To know and locate places showing evidence of physical and human processes in shaping the landscape (with a focus on North America).<br>U: Understand that physical processes have shaped and continue to alter the landscape and affect the lives of people who live in different places, including weather, ice, coastal processes and human activity.<br>S/F: Develop use of atlases, globes and maps (using four figure grid references). Use of a variety of sources of geographical information – text, photographs, satellite images. Annotate photographs. Describe features and places geographically, use and refer to geographical resources in writing.<br>***Key Vocabulary:*** *Processes, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, crust, mantle, core, biomes, climate zones, Earth's crust, vegetation, soil, coastal, action, variation, erosion, waterfall, gorge, flood plains, meander, farming, settlement, transport, mining, North America* | **Where could we go? Fantastic Journeys around the World.**<br>Focus: Geographical space – where places are located and why they are there, key countries and features of the world, including UNESCO World Heritage sites of international significance. How mapping conventions are used at a global scale to accurately describe places, regions, tropics, hemispheres, time zones and longitude/latitude. Different biomes and their key features.<br>**NC Ref: Locate the world's countries, concentrating on environmental regions, key human and physical characteristics, countries, major cities and sites of International significance.**<br>**Identify human and physical characteristics, key topographical features and land use patterns worldwide, especially North America.**<br>**Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day/night)**<br>**Describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts and mountains**<br>**Use maps, atlases, globes and digital mapping to locate places and features**<br>**Use eight points of a compass, four and six figure grid references, symbols and keys to develop knowledge of The World**<br>**Geographical Intent** (intended knowledge)<br>K: To know physical geography at global scale including climate zones and biomes<br>U: Understand the interaction of climate with landscape and development and the role of climate in vegetation<br>S/F: Use of globes and world maps to locate places via lines of longitude and latitude. Atlas use – with index and clear location markings, beginning to know six figure grid references. Use of photographs, including annotation and description.<br>***Key Vocabulary:*** *Pole, Equator, hemisphere, compass direction, physical, human, feature, Longitude, Latitude, Meridian, Tropics, six figure grid reference, biome, characteristics, North America, Time Zone, vegetation, climate, habitat, UNESCO, cultural, natural, polar, (aquatic biome, freshwater, wetlands, marine, coral reef, estuary, terrestrial biome, tundra, rainforest, savanna, taiga or Boreal Forest, temperate forest, temperate grassland/steppe, alpine, chaparral, desert)* | **Where has my food come from?**<br>***Fieldwork: investigating food to include farm visit – Broomhouse Farm to conduct survey/questionnaire, collect data and evaluate impact.***<br>Focus: Origins of key foods, developing knowledge of resources, industry, farming, trade and employment. Use of resources and how people interact with the environment and associated issues/impact. Using mathematical skills in geography.<br>**NC Ref: Locate the world's countries, concentrating on land use and food distribution, using maps to focus on the UK and North America**<br>**Identify human and physical characteristics, key topographical features and land use patterns worldwide, especially in the UK and North America.**<br>**Understand geographical similarities/differences through the study of food in the UK**<br>**Describe and understand key aspects of human geography, including settlement and distribution of natural resources including food**<br>**Use maps, atlases, globes and thematic maps to describe features studied**<br>**Use fieldwork to observe, measure, record and present features using a range of methods, including maps, graphs and digital technologies**<br>**Use eight points of a compass, six figure grid references, symbols and keys to develop knowledge of The World, including North America**<br>**Geographical Intent** (intended knowledge)<br>K: To know land use patterns for farming in the UK and North America. Worldwide distribution of natural resources including food and economic activity including food production.<br>U: To understand how growing and producing food affects the physical geography of a place.<br>S/F: Use information from maps (using six figure grid references and keys), diagrams, graphs and information texts. Generate questions, collect, measure, field sketch, record and analyse data (numerical and quantitative) and use some basic presentation techniques.<br>***Key Vocabulary:*** *land use, farm, trade, trade links, transport, resources, UK, North America, import, export, arable, dairy, cereal, livestock, producer, factory, impact, environment, market, production, employment, jobs, industry, sustainable, pesticide, free range, organic, intensive, diversify, subsidy, origin, waste, Broomhouse Farm* |

| Year | Autumn | Spring | Summer |
|---|---|---|---|
| ***The sequencing of units is based on going up the geographic scale, local/ UK, continental/global, over the course of each year to allow pupils over time to link back to and build upon prior knowledge.*** <br> ***K = Knowledge*** *(people, places, processes, key physical/human features, terminology/vocabulary)* ***U = Understanding*** *(similarities/differences, interactions, cause/effects, developments)* ***S/F = Skills/Fieldwork*** *(data, maps, atlases, photographs, surveys, observe, measure, record, evaluate)* | | | |
| **6** | **Fantastic Forests – Why are they so important?**<br>Focus: world maps of different types, geographical regions, resources, vegetation, biomes and climate. Developing knowledge of vegetation types focusing on different types of forest/woodland, including a case study of the Amazonian rainforest in South America. Interdependence -the role forests play in human life and how human activity affects forests and the importance of sustainability.<br><br>**NC Ref: Identify human and physical characteristics, key topographical features, vegetation and land use patterns worldwide, especially in the UK and South America.**<br>**Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Prime/Greenwich Meridian**<br>**Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, specifically forest/woodland**<br>**Use maps, atlases, globes and digital mapping to locate places and features**<br>**Use fieldwork to observe, measure, record and present features in local area**<br>**Use eight points of a compass, six figure grid references, symbols and keys to develop knowledge of South America**<br><br>**Geographical Intent** (intended knowledge)<br>K: To know environmental regions and key features of these at a national and global scale including vegetation belts and biomes, specifically types of forest, their function and locations. Know distribution of natural resources and economic activity.<br>U: Understand the different types of forest, the role of forests as a resource and the impact of human activity on vegetation and the importance of sustainability.<br>S/F: Use of geographical information including satellite photographs, maps (using six figure grid references and keys), charts and information texts. Use fieldwork skills to include different data collection techniques and methods of presentation.<br><br>***Key Vocabulary:*** *vegetation, forest, woodland, biome, farming, logging, natural resource, Equator, tropics, continent, hemisphere, deforestation, deciduous, coniferous, evergreen, broadleaf, temperate, boreal, taiga, tropical, plantation, sustainable, biodiversity, impact, habitat, endangered, erosion, urbanisation, carbon, atmosphere, global warming, climate change, medicine, equatorial, latitude, longitude, thematic map, survey, chart, South America, Brazil, Columbia, Peru, Venezuela, Ecuador, Bolivia, Guyana, Suriname, French Guiana, Amazonian Rainforest* | **Destination Sao Paulo! What do places have in common?**<br>Focus: Comparing a region in South America with a region in the UK. Human and physical features, biomes, climate, vegetation, rivers, mountains, settlements, land use, industry, lifestyle. Comparative writing focus. Use of three types of geography resource – photograph, graph and information summary. Large scale.<br><br>**NC Ref: Locate the world's countries, using maps to focus on the UK and South America, concentrating on their countries and major cities**<br>**Identify human and physical characteristics, key topographical features and land use patterns in the UK and South America.**<br>**Understand geographical human and physical similarities/differences through the study of Sao Paulo in South America**<br>**Describe and understand key aspects of physical geography – rivers, mountains, volcanos, earthquakes, vegetation, climate; and human geography – settlement, land use, economic activity, trade links, energy, food, minerals and water in South America**<br>**Use maps, atlases, globes and digital maps to describe features studied**<br>**Use eight points of a compass, six figure grid references, symbols and keys to develop knowledge of South America**<br>**Use fieldwork to observe, measure, record and present features using a range of methods, including maps, graphs and digital technologies (opt)**<br><br>**Geographical Intent** (intended knowledge)<br>K: To know key physical and human characteristics of Sao Paulo in South America. To develop knowledge of the effects of settlement.<br>U: To understand geographical similarities and differences through the study of human and physical geography of The North East of England and Sao Paulo in South America.<br>S/F: Use information from maps, diagrams, graphs and information texts. Use of GIS for mapping and weather information. Use six figure grid references and keys effectively to build knowledge of South America (be aware of the 16 compass points).<br><br>***Key Vocabulary:*** *biomes, climate zones, Equator, tropics, hemisphere, longitude, latitude, sub/tropical, terrain, topography, import, export, leisure, inches (rainfall), kilometre, resources, natural, rainforest, urban, urbanisation, population, pollution, flora/fauna, habitat, vegetation, network, minerals, energy, land use, settlement, trade, transport, economic, energy* | ***Jobs, jobs, jobs! What job opportunities are there around here?***<br>***Fieldwork unit on human geography – investigating urban areas; industry, services and employment in the local/regional area.***<br>Focus: To develop fieldwork skills, including developing their own questions and surveys, collection of real data and genuine geographical contexts for enquiry; developing connection with the local/regional environment and a better understanding of locations and changes over time. Human geography –industry, services and employment in Shildon and local/regional area. Link to railways/heavy industry/manufacturing/transport /leisure/retail/ hospitality/social care in Shildon and changes over time.<br><br>**NC Ref: Use maps, atlases and digital mapping to locate features**<br>**Use fieldwork to plan enquiries, design surveys, observe, measure, record and present features using a range of methods, including surveys, maps, graphs and digital technologies**<br><br>**Geographical Intent** (intended knowledge)<br>K: To know location of Shildon in Co. Durham, the UK, Europe and the World. To know key human features/characteristics, industry, services and employment in Shildon.<br>U: Understand the main industry, services and employment opportunities in the local area and how they are different depending on location.<br>S/F: Use of geographical information including satellite photographs, maps (using six figure grid references confidently), sketch maps/field sketching, charts, graphs, numerical and quantitative data and information texts. Use fieldwork skills to include developing their own enquiry, questions and surveys, different data collection techniques, field sketching and ways of recording, describing and analysing data and different methods of presentation, including digital technologies.<br><br>***Key Vocabulary:*** *questionnaire, survey, data collection, primary data, secondary data, numerical, quantitative, annotate, diagram, chart, interview, evaluate, presentation, apply, impact, human, physical, land use, resources, produce, factory, settlement, housing, site, industry, employment, jobs, services, shopping, transport, network, change, manufacturing, retail, social care, leisure, hospitality* |