



Geography Long Term Map -Reception

EYFS – Supporting the Geography in the National Curriculum

Our curriculum is devised to develop all children into confident, resilient and happy individuals who are prepared and ready for the next stage of learning when they reach Year 1. There, they will have their skills built upon and progression made in a variety of new subjects, including Geography. Therefore, the role of EYFS is imperative as it underpins all learning and lays the foundations to children's skills and development in order for them to progress and achieve their maximum potential. In Reception we build upon the fantastic work and development which has taken place in our Nursery. We continue to use Target Tracker to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps. We also support each child in working towards achieving the Early Learning Goals (ELGs) at the end of Reception and help develop their independence, confidence and school readiness for different subjects they will be taught further up school in greater depth. The EYFS Framework can be found in the EYFS curriculum on our school's Target Tracker system. Each child from Nursery and Reception is tracked there for all teacher to see. Children should mostly develop the **3 prime areas** first: **Communication and Language: Listening and Attention, Understanding & Speaking, Physical Development: Moving & Handling & Health & Self-Care and Personal, Social and Emotional Development: Self-Confidence, Managing Feelings & Behaviour & Making Relationships**. As children grow, the prime areas will help them to develop skills in **4 specific areas: Literacy: Reading & Writing, Mathematics: Numbers & Shape, Space and Measures, Understanding the World: People and Communities, The World & Technology and Expressive Arts and Design: Exploring Media and Materials & Being Imaginative**. These **17 areas** are used to plan children's learning and activities, which are suited to their unique needs. To support the learning of all National Curriculum subjects, the skills in the prime areas need to be developed. This is done through **playing and exploring, being active**, and through **creative and critical thinking** which takes place both inside and outside. These are known as the 3 characteristics of effective learning. By providing learning opportunities throughout the EYFS academic year children will develop the skills in the above areas to make them 'curriculum ready' for Geography when they enter Year One. In EYFS we ensure we use this plan and the progression for skills document to specifically support the area 'People & Communities' as this has the greatest link to the subject Geography. Even though we introduce specific topics in the year we do not follow these rigidly as often the most effective learning takes place following the interests of the children. This means the statements may be met at different times of the year for each child. Therefore, each half-term is planned after analysing the Gap Strength Analysis from the term before to see what gaps need plugging to ensure every child makes sufficient progress. Experience based play is then planned to support children meeting these statements before they leave the EYFS, ensuring they have the foundation skills to progress through the subject in Years 1-6. Children are assessed in meeting the ELG in each area. If they are secure in Expected, they can be assessed in achieving Exceeding.

22-26 Months (Typically Pre-K/Nursery Returners)	30-50 Months (Typically Nursery)	40-60 Months (Typically Reception)	Early Learning Goals (Assessment for the End of Reception)
<p><u>People and Communities</u></p> <ul style="list-style-type: none"> - Has a sense of his/her own immediate family and relations. - Imitates everyday actions in pretend play and events from his/her own family and cultural background, e.g. making and drinking tea. - Is beginning to have his/her own friends. - Learns that he/she has similarities and differences that connect him/her to, and distinguish him/her from, others. <p><u>The World</u></p> <ul style="list-style-type: none"> - Enjoys playing with small-world models such as farm, a garage, or a train track. - Notices detailed features of objects in his/her environment. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to him/her. - Remembers and talks about significant events in his/her own experience. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>The World</u></p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world. - Can talk about some of the things he/she has observed such as plants, animals, natural and found objects. - Talks about how things happen and how things work. - Is developing and understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> - Enjoys joining in with family customs and routines. <p><u>The World</u></p> <ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. 	<p><u>People and Communities</u></p> <p>Emerging or Expected in: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Exceeding Judgement: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><u>The World</u></p> <p>Emerging or Expected in: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Exceeding Judgement: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>



Geography Long Term Map Year 1

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Paddington's Adventures</u></p> <p>Children will explore the similarities and differences between Halifax and Peru. They will develop geographical skills like observational work and map work. Pupils will look at different types of maps and begin to use a key. They will also explore the landscape of Halifax and Peru by identifying their features, stating whether they are a human or physical feature.</p> <p>Visit: Manor Heath Park</p>	<p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and the countries, studied Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Autumn	<p><u>Childhood Then and Now: (History Focus)</u></p>	N/A
Spring 1	<p style="text-align: center;"><u>Spring 1 - Marvellous me</u></p> <p>In the first lesson of this topic, children recap the work that they did in Autumn 1, using maps, atlases and a globe to identify the United Kingdom and England. Children are also introduced to continents and identify that we live in Europe.</p>	<p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and continents</p>

Spring 2	<p style="text-align: center;"><u>Sensational Safari</u></p> <p>In this unit of work, we will continue to use world maps and globes. We will recap the work covered previously in the year and identify all the places we have learned about so far (England, Peru, London, Europe), we will then identify Africa (continent) and Kenya (country).</p> <p>We will then study geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (West Yorkshire), and of a small area in a contrasting non-European country (Kenya). Children will use aerial photographs to recognise basic human and physical features. Children will 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 large class safari map. Children will then devise their own safari park maps and use and construct basic symbols in a key.</p>	<p><u>Place knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom, countries and continents studied in KS1.</p> <p>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</p> <p>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</p> <p><u>Human and physical geography</u></p> <p>Use basic geographical vocabulary to refer to <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Summer 1	<p style="text-align: center;"><u>Sensational Safari / Influential Individuals</u></p> <p>Continuation for 3 weeks of sensational safari topic</p>	
Summer 2	<p style="text-align: center;"><u>Influential Individuals</u></p> <p>History focus</p>	



Geography Long Term Map Year 2

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Swashbuckle (pirates)</u></p> <p>Identify and locate the five oceans of the world and the seven continents Locate the Caribbean Ocean (the Seven Seas)</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> <p>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</p>
Autumn 2	<p style="text-align: center;"><u>Fire, Fire</u></p> <p>Locate London on a map of the UK Identify countries of the UK Use Aerial photographs of London looking at landmarks, physical and human features.</p>	<p>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</p>
Spring 1	<p style="text-align: center;"><u>Circle of Life</u></p> <p>Science focus</p>	
Spring 2	<p style="text-align: center;"><u>St Lucia</u></p> <p>Looking at the seven continents of the world and their climates (discussing the effect of the equator). Looking at the five oceans of the world. St. Lucia is in the continent North America and the Caribbean Sea surrounds the island. The country England is in the continent Europe. The St. Lucia flag is made up of the colours blue, black, white and yellow. The yellow represents the sun, the blue represents the Caribbean Sea and the black and white are the people. The triangles on the flag represents the Piton mountains. Physical features of geography are natural (for example weather, trees, the seasons) Human features of geography are man-made (for example buildings, roads, factories) Explain the similarities and differences between England and St. Lucia List hot countries and continents (for example, Africa, Australia) and list cold countries and continents (Antarctica, Arctic, Greenland)</p>	<p>to name and locate the world's seven continents and five oceans. ...understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>...use world maps, atlases and globes to identify the United Kingdom ...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 ...name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas. ...identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator and the North and South Poles.</p>

	<p>Look at the weather patterns in the UK and location of hot and cold areas in the world in relation to the equator and the North and South poles. We will study the UK and name their capital cities.</p>	
Summer 1	<p style="text-align: center;"><u>A Walk in the Park</u></p> <p>To study the Shibden Estate (1615 - 1926): Make use of digimaps to navigate to Shibden Park and view how the landscape and route has changed since the founding of the estate. Map work. Local area study.</p> <p>Visit- Shibden Hall</p>	<p>Geographical skills and fieldwork ...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</p> <p>...use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Summer 2	<p style="text-align: center;"><u>A Walk in the Park</u></p> <p>To study the local area Make use of Digi maps to navigate the local area. Map work. Finding locations from different points on a map. N/C OBJECTIVES:</p> <p>Visit- Lotherton Hall</p>	<p>Geographical skills and fieldwork ...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</p> <p>...use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>



Geography Long Term Map Year 3

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>The UK</u></p> <p>A unit study into the United Kingdom. To establish that The British Isles are made up of: Ireland, Northern Ireland, Scotland, England and Wales. The United Kingdom (owned by the British crown) includes: Northern Ireland, Scotland, England and Wales. Great Britain is simply the land mass that incorporates Scotland, England and Wales.</p> <p>Identifying the four countries on the map of the UK and the surrounding seas</p> <p>Using and labelling maps-</p> <p>Identifying the capital cities of each country</p> <p>Identifying the counties of Yorkshire and Cumbria</p> <p>Identifying the human and physical features of Windermere and Halifax</p> <p>Researching and comparing two contrasting locations in Yorkshire and Cumbria (Windermere and central Halifax)</p> <p>Carrying out fieldwork to observe changes in land use in central Halifax and the Piece</p> <p>Use DigiMaps to place pictures of landmarks in Halifax onto a map.</p> <p style="color: red;">Trip to the Piece Hall Halifax for a tour and using their site map to find different places upon it.</p> <p style="color: red;">A unit study</p>	<p>Name and locate countries 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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains,</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> <p>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</p>
Autumn 2	<p style="text-align: center;"><u>Romans</u></p> <p>Locate where Italy and Rome are on a map of Europe and use historical maps to show how the Roman Empire spread across Europe and North Africa.</p>	<p>...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Spring 1	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>Studying what the climate and plant life was like during the three different dinosaur time periods and how this links to the continents changing over time. Looking at Pangea and how the world was different then to now-seeing how the continents were actually one big landmass and how this affected the physical features of the land.</p>	<p>... identifying key topographical features (including hills, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time.</p> <p>... describe and understand key aspects of physical geography, including climate zones, rivers and mountains.</p>
Spring 2	<p style="text-align: center;"><u>American Adventures</u></p> <p>A study of the USA looking at it's location on a world map, identifying the continent and at how the country is split up into states. Looking at some of these states in more detail through research and 4 figure grid reference work. Comparing the different physical features of the various landscapes of the USA as well as looking at some of the significant landmarks of the USA and identifying whether or not they are human or physical geography. A comparative study into New York and London. A sketch map of the school playground drawing a short route and describing it using the 4 points of a compass</p> <p>□ 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</p> <p>□ 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.</p> <p>A trip to Nell bank to use map skills and complete orienteering activities using a map and key.</p>	<p>□ 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere..</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country ,and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Summer 1	<p style="text-align: center;"><u>Invasors and Settlers</u></p> <p>Using maps to track where the Vikings came to Britain from and where they settled. Name and locate the seven Anglo-Saxon Kingdoms (Northumbria, Essex, Wessex, Sussex, Mercia, Kent and East Anglia) on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Summer 2	<p style="text-align: center;"><u>Invasors and Settlers</u></p> <p>Continuation of Invasors and Settlers topic</p>	



Geography Long Term Map Year 4

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Brilliant Brazil:</u></p> <p>Identify where Brazil is in the world and what continent it is part of - using globe, world map and atlases.</p> <p>Look at its position within the continent of South America. Use a map to identify key features of Brazil - surrounding countries, oceans, capital & important cities, Amazon Rainforest and Amazon River.</p> <p>Study of the Amazon Rainforest as an important physical feature of geography and how it has changed over time due to deforestation and climate change. Consider its importance to the rest of the world with regards to climate change issues. Focus on capital city (Brasilia) and another big city in Brazil (Rio de Janeiro). Map work around the two cities - locating where they are, human & physical features they have, land use. Comparison of the two.</p> <p>Identify the Equator, Topics of Cancer & Capricorn. Understand their position as lines of latitude & locate on maps.</p> <p>Understand Northern Hemisphere is everywhere above Equator, and Southern Hemisphere is everything below the Equator.</p>	<p><u>locational knowledge:</u></p> <p>...locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical & human characteristics, countries and major cities.</p> <p>...identify the position & significance of latitude, Equator, Northern & Southern Hemisphere and the Tropics of Cancer & Capricorn.</p> <p>...understand the geographical similarities & differences through the study of human & physical geography of a region within South America (comparing two cities in Brazil).</p> <p>...describe and understand key aspects of physical and human geography.</p> <p>...use maps, atlases, globes and digital mapping to locate countries and describe the features studied.</p>
Autumn 2	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>Linked with our focus of historical study, we will find out where in the world the country of Egypt is (in relation to country, continent, hemisphere and the Equator, and Tropics of Cancer and Capricorn.) Understand their position as lines of latitude.</p> <p>We will locate Egypt using maps, atlases and globes. Understand the Northern Hemisphere is everywhere above the Equator, and the Southern Hemisphere is everywhere below the Equator.</p>	<p><u>locational knowledge:</u></p> <p>...identify the position and significance of latitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn.</p> <p>... locate Africa and Egypt, using a map of the world.</p>

Spring 1	<p style="text-align: center;"><u>Antarctic Adventures:</u></p> <p>Within our topic of Antarctica, we will develop our knowledge of world geography. We will consider where Antarctica is, and also introduce additional lines of latitude (Arctic and Antarctic Circles). We will label a map showing continents, oceans, hemispheres, poles and significant lines of latitude.</p> <p>We will then look at the geographical features of Antarctica the continent, continuing to develop our map reading skills, using compasses and introducing grid references. We will consider how Antarctica is a desert and a very different climate to any we have studied before. Then we will compare Antarctica to the UK.</p>	<p><u>locational knowledge:</u></p> <p>...using maps locate the world's continents and oceans; identify position & significance of latitude, Equator, Northern & Southern Hemisphere, the Tropics of Cancer & Capricorn, and Arctic & Antarctic Circle;</p> <p>...describe and understand key aspects of physical geography: climate zones</p> <p>...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>...use the eight points of a compass and four figure grid references, symbols & keys to build knowledge of the world</p>
Spring 2	<p style="text-align: center;"><u>Stone Age</u></p> <p>Linked with our focus of historical study we will discover how people in the Stone Age moved around to different places to find the resources they needed (especially in Mesolithic period) and eventually became more settled with established settlements and farms (especially in Neolithic period). Explain how they used the land differently.</p> <p>The geography of the world was very different back then and Britain was connected to mainland Europe.</p>	<p><u>Human geography:</u></p> <p>describe and understand key aspects of human geography including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>
Summer 1	<p style="text-align: center;"><u>Iron Age & Bronze Age</u></p> <p>Linked with our focus of historical study we will discover how knowledge & skills from the Bronze & Iron Ages (knowledge of how to make Bronze and Iron) spread around the world and which places were the first to discover it. Look at how land was used differently within these time periods. Find out how the climate benefitted their farming culture</p> <p>Trip/Visit- Country Side Live</p>	<p><u>Human geography:</u></p> <p>describe and understand key aspects of human geography including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>

<p>Summer 2</p>	<p style="text-align: center;"><u>Delve into the Dales</u></p> <p>A study of Yorkshire to build on knowledge of continents, countries, counties, cities, towns and villages. Identify Yorkshire on a map and name key places in Yorkshire Physical and human geography features in different parts of Yorkshire ...look at rural versus urban places and explain how they use the land differently.</p> <p>Visit-A walk at a local landmark-Stoodly Pike following on from work in Year 3</p>	<p>... locational knowledge: name and use key topographical features (including hills, mountains, coasts and rivers), and land use patterns. Understand how these have changed over time.</p> <p>...human and physical geography: describe and understand key aspects of human & physical geography including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p> <p>...geographical skills and fieldwork: use maps, atlases, globes and digital mapping to locate countries and describe the features; use fieldwork to observe, measure & record features including using sketch maps and digital technologies.</p>
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Geography Long Term Map Year 5

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Water World</u></p> <p>Locating rivers from around the World and in the UK. Identifying settlements and land use in relation to waterways e.g. rivers, canals and the coast. Investigate how settlements changes over time. Explore the use of water for trade transportation -import and export of goods. Local river study using OS maps and coordinates.</p> <p>Visit: Local river walk and reservoir visit. Yorkshire water education centre</p>	<p>Locational Knowledge...name and locate cities of the United Kingdom, 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.</p> <p>Human and Physical Geography...describe and understand key aspects of: rivers, mountains and the water cycle ...human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork ...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four 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 and present the human and physical features in the local area using sketch maps</p>

Aut	<u>Early Islamic Civilisations</u>	
Spring 1	<p><u>Space</u></p> <p>Recap on lines of longitude etc previously studied. Teach lines of longitude-Identify Greenwich Meridian/Prime Meridian when explaining day and night and different time zones. Within science lessons and computing.</p>	<p>Locational Knowledge</p> <p>...identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
Spring 2	<p><u>Ancient Greece</u></p> <p>Locate Greece- Think about reasons for the expansion of the Greek Empire in relation to geographical features. E.g. Coastal regions- trade and ports.</p>	<p>Geographical Skills and Field Work</p> <p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Summer 1	<p><u>Biomes</u></p> <p>Locating the different biomes and climate zones on a world map. Links to places they have studied previously e.g Antarctica, Brazil, Egypt, USA, Italy... Comparison of forest biomes and human geography in Greece, Yorkshire Dales (Year 4 link) and Brazil (Year 4 link). Linking the lines of latitude to the different climates and seasonal changes. Understanding the difference between climate and weather. To identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn.</p> <p>Visit: Tropical World- to complement work done on biomes</p>	<p>Locational Knowledge</p> <p>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</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>
Summer 2	<p><u>London</u></p> <p>Identifying London landmarks from a range of resources e.g. drawings, photos, digital maps or Ordnance Survey maps. Look at how London has changed over time using historical maps. Revisit Greenwich Meridian from Spring 1 Space. Identify it on a map of London. Look at which other counties/cities it passes through in the UK and wider world. Locate London's West End theatre district and the Cambridge Theatre.</p>	<p>Geographical Skills and Field Work</p> <p>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</p>

	<p>Investigate how land use in the docklands area of London has changed over time. Investigate travel methods in London- Underground map.</p>	<p>Human geography, describe and understand key aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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Geography Long Term Map Year 6

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>World War Two:</u></p> <p>Locate Axis/Allied/Neutral/Axis Controlled countries during WW2.</p> <p>Locate bombing sites in the UK -</p> <p>Where was there the most damage? Use aerial photos and maps to identify human/physical features were targeted.</p> <p style="color: red;">Trip to Bankfield Museum to see the Churchill's Children Exhibition and take part in a WW2 workshop about children who were evacuated.</p>	<p><u>Locational knowledge</u> ...locate the world's countries, using maps to focus on Europe (including the location of Russia), countries, and major citiesname and locate counties and cities of the United Kingdom</p> <p><u>Geographical skills and fieldwork</u> ... 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</p>
Autumn 2	<p style="text-align: center;"><u>Crime and Punishment:</u></p> <p>History focus</p>	N/A

Spring 1	<p style="text-align: center;"><u>Extreme Earth</u></p> <p>Locate places in the world where volcanoes occur. Explain the stages of a volcanic eruption in detail using accurate vocabulary. Compare regions within Brazil. Compare Brazil and the UK. Use maps of different scales and use conversion. Research import and export trades of UK and Brazil and consider differences & reasons for these. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p>	<p><u>Human and physical geography</u> ...describe and understand key aspects of: ...physical geography, including: volcanoes</p> <p><u>Geographical skills and fieldwork</u> ...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Spring 2	<p style="text-align: center;"><u>Extreme Earth:</u></p> <p>How mountains are formed - different types of formations. Compare heights of mountains around the world. Locate mountain ranges. Look at UK mountains and consider their impact on life eg tourism, land use, economy. Causes of earthquakes, impact of earthquakes on people. How earthquakes are measured.</p>	<p><u>Human and physical geography</u> ... describe and understand key aspects of: ... physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle ... human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u> ...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ...use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

Summer I	<p><u>If We Could Talk to the Animals:</u></p> <p>Endangered species from around the world.</p> <p>Ethics of zoos and animals in captivity.</p> <p>Trip to Flamingo Land Zoo including a Conservation and Sustainability workshop</p>	N/A (Art Focus)
Summer	<p><u>If We Could Talk to the Animals:</u></p> <p>Continuation of Topic</p>	