



SOUTH HILL PRIMARY SCHOOL

Long Term Planning: Geography 2021/22

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Understanding the world</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>What geography looks like in Early Years:</p> <ul style="list-style-type: none"> • Children will explore their local environment through local walks and maps. They will be given the opportunity to create their own maps, exploring their route to school and other local places of interest. • Children will compare where they live to other environments through key texts such as Handa's Surprise and Pattan's Pumpkin. Children will explore the environment around them through walks in the school grounds and Forest School activities. • Children will learn about natural habitats in their own country and others, through key texts. This will include looking at human and physical features. <p>Children will explore seasonal changes throughout the year, observing and responding through stories, non-fiction texts and expressive art and design.</p> <p>Early learning goals by the end of the year:</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons. 		
Year 1	<p>Where in the world do we live? Map skills</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • To answer some questions using different resources such as books, the internet and atlases. 	<p>Town or Village.</p> <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • Can they name a few towns and cities in the south and north of the UK. 	<p>Whatever the weather</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • To answer questions about the weather • To keep a weather chart • To answer questions using a weather chart



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	<ul style="list-style-type: none"> • Can they say what they like about their locality. • Can they sort things they like and don't like. • Can they think of a few relevant questions to ask about a locality. <p>Physical Geography:</p> <ul style="list-style-type: none"> • Can they tell someone their address. • Can they describe a locality using words and pictures. • Can they identify the four countries making up the United Kingdom. 	<p>Physical Geography:</p> <ul style="list-style-type: none"> • Can they name key features associated with a town or village e.g. church, farm, shop, house. • e.g. factory, detached house, semi-detached house, terraced house. <p>Human Geography:</p> <ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do. 	<ul style="list-style-type: none"> • To make plausible predictions about what the weather may be like later in the day/ tomorrow. T • To point out where the equator, north pole and south pole are on a globe or atlas <p>Physical Geography:</p> <ul style="list-style-type: none"> • To explain the key features of a hot or cold place • To explain how the weather changes with each season <p>Human Geography:</p> <ul style="list-style-type: none"> • To begin to explain why they would wear different clothes at different times of the year • To tell something about the people who live in a hot or a cold place • To explain what they might wear if they lived in a very hot or cold place
<p>Year 2</p>	<p>Where in the world – Autumn 1 Locating continents and oceans of the world</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • To label a diagram or photograph using some geographical words • To make inferences by looking at a weather chart • To make plausible predictions about what the weather may be like in different parts of the world <p>Physical Geography:</p> <ul style="list-style-type: none"> • To describe a place outside Europe using geographical words • To describe some of the features associated with an island 		<p>What makes the perfect place to live? – Summer 2 Contrasting physical geography – Hemel Hempstead vs the coast</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • To label a diagram or photograph using some geographical words • To find out about a locality by using different sources of evidence • To find out about a locality by asking some relevant questions to someone else • To say what they like and don't like about their locality and another locality like the seaside <p>Physical Geography:</p>



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	<ul style="list-style-type: none">To use a map, photographs, film or plan to describe a contrasting locality outside Europe <p>Human Geography:</p> <ul style="list-style-type: none">To explain how the weather affects different people <p>Geographical Knowledge:</p> <ul style="list-style-type: none">To name the continents of the world and find them in an atlasTo name the world's oceans and find them in an atlasTo name the major cities of England, Wales, Scotland and Ireland (recap from Year 1)To locate some of the world's major rivers and mountain rangesTo point out the North, South, East and West associated with maps and compass <p>Curriculum Enrichment: Journey on an airplane, Making Balloon Worlds</p> <p>What makes the perfect celebration? - Autumn 2</p> <p>Contrasting locality – a non-European country</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none">To find out about a locality by using different sources of evidenceTo find out about a locality by asking some relevant questions to someone else <p>Physical Geography:</p> <ul style="list-style-type: none">To explain what makes a locality specialTo describe some places which are not near their school		<ul style="list-style-type: none">To describe some physical features of their own localityTo explain what makes a locality specialTo describe some places which are not near the schoolTo describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean and valleyTo find the longest and shortest route using a map <p>Human Geography:</p> <ul style="list-style-type: none">To describe some human features of their own locality such as the jobs people doTo explain how the jobs people do might be different in different parts of the worldTo consider if people try to make the area better and howTo explain the facilities a town or village might need <p>Geographical Knowledge:</p> <ul style="list-style-type: none">To find where they live on a map of the UK <p>Hook: Walk around Hemel Hempstead to think about what they like about their town (home task)</p> <p>Curriculum Enrichment: Visit to the seaside</p>
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	<ul style="list-style-type: none"> To use a map, photographs, film or plan to describe a contrasting locality outside Europe <p>Human Geography:</p> <ul style="list-style-type: none"> To explain how the jobs people do may be different in different parts of the world <p>Hook: Bringing in pictures of somewhere they have visited and comparing to where they live</p> <p>Curriculum Enrichment: International Day</p>		
<p>Year 3</p>	<p>Is a Pirate's life for me? – Autumn 2</p> <p>Map skills</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> To identify key features of a locality by using a map To begin to use 4 figure grid references To accurately plot NESW on a map To use some basic OS symbols To make accurate measurement of distances within 100km <p>Physical Geography:</p> <ul style="list-style-type: none"> To use maps and atlases appropriately by using contents and indexes To recognise the 8 points of a compass (N, NW, W, SW, SE, E, NE) <p>Human Geography:</p> <p>Geographical Knowledge:</p> <p>Hook:</p> <p>Curriculum Enrichment: Pirate Afternoon - map, treasure hunt and craft</p> <p>Using Ordnance Survey maps to go on a walk around Hemel/the moor</p>	<p>How can I avoid a (natural) disaster? – Autumn 2</p> <p>Earthquakes and Volcanoes</p> <p>Geographical Enquiry:</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> To describe how volcanoes are created To describe how earthquakes are created <p>Human Geography:</p> <ul style="list-style-type: none"> To explain how volcanoes have an impact on people's lives Can they explain how people's lives vary due to weather? <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To locate and name some of the world's most famous volcanoes <p>Hook:</p> <p>Curriculum Enrichment: Visit from One day Creative (Earth and Volcanoes Day)</p>	<p>Who would live in a place like this? – Summer 2</p> <p>Place study - Venice</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> To use correct geographical words to describe a place and events that happen there To work out how long it would take to get to a given destination taking account of the mode of transport <p>Physical Geography:</p> <ul style="list-style-type: none"> To confidently describe physical features in a locality and why they are there Can they locate the Mediterranean and explain why it is a popular holiday destination? <p>Human Geography:</p> <ul style="list-style-type: none"> To confidently describe human features in a locality To explain why a locality has certain human features To explain why a place is like it is Can they explain how the lives of people living in the Mediterranean would be different from their own? <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To name a number of countries in the Northern Hemisphere



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			<ul style="list-style-type: none"> • To name and locate some well-known European countries • To name and locate the capital cities of neighbouring European countries • Are they aware of different weather in different parts of the world, especially Europe? • To name and locate the largest two seas in Europe <p>Hook: Pictures of teacher's trip to Venice</p> <p>Curriculum Enrichment:</p> <p>Visit to the moor to look at physical and human features, why would people prefer to holiday in Venice vs Hemel Hempstead?</p>
<p>Year 4</p>		<p>What difference can I make to the world? – Spring 1</p> <p>Environmental Issues – choose an area</p> <p>Geographical Enquiry: Get chn to ask some questions about that area that they have to answer through their own research</p> <p>Physical Geography: What physical features does that area have?</p> <p>Human Geography:</p> <ul style="list-style-type: none"> • To find different views about an environmental issue and to consider their own viewpoint • To explain how people are trying to manage their environment <p>Geographical Knowledge:</p> <p>Hook: Video clips showing terrible environment changes – get them to write questions they want to know more about?</p> <p>Curriculum Enrichment: tree planting on school grounds.</p> <p>Where do people from our class come from? – Spring 2</p>	<p>Where do people from our class/ school come from?– Summer 2</p> <p>World Map Skills</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • To find the same place on a globe and in an atlas <p>Physical Geography:</p> <p>Human Geography:</p> <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • To locate the Tropic of Cancer and the Tropic of Capricorn • To know the difference between the British Isles, Great Britain and the UK • To know the countries that make up the European Union • To know up to six cities in the UK and to locate them on a map • To locate and name some of the main islands which surround the UK • To name the areas of origin of the main ethnic groups in the UK and their school/ class <ul style="list-style-type: none"> • To name the counties that make up the home counties of London



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		<p>Village Study – contrasting a city and village</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none">to carry out a survey to discover features of cities and villages<ul style="list-style-type: none">to label the same features on an aerial photograph as on a mapto plan a journey to a place in EnglandTo accurately measure and collect information e.g. rainfall, temperature, wind speed, noise levels, traffic etc<ul style="list-style-type: none">To give accurate measurement between two given places in the UK <p>Physical Geography:</p> <ul style="list-style-type: none">to describe the main features of a well-known city<ul style="list-style-type: none">to describe the main features of a villageto describe the main differences between cities and villagesto use appropriate symbols to represent different physical features on a mapto explain how a locality has changed over time with reference to physical features <p>Human Geography:</p> <ul style="list-style-type: none">to explain why people are attracted to live in citiesto explain why people are attracted to live in a village rather than a cityto explain how a locality has changed over time with reference to human featuresto suggest different ways that a locality could be changed or improved <p>Geographical Knowledge:</p> <p>Hook: Chn to find out information about a city they have visited</p>	<ul style="list-style-type: none">To name some of the main towns and cities in Yorkshire and Lancashire <p>Hook:</p> <p>Curriculum Enrichment: to conduct a survey as to where people are from in the UK/ other countries.</p> <p>Chn to create a presentation about where their families are from and present to class</p>
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		<p>Curriculum Enrichment: to visit a local village</p> <p>Ideas: Could think about it in terms of estate agents, what sort of people would like to live in village vs city</p>	
<p>Year 5</p>	<p>Where in the world? – Autumn 2 Geographical skills and fieldwork Geographical Enquiry:</p> <ul style="list-style-type: none"> To collect information about a place and to use it in a report To map land use To make detailed sketches and plans; improving accuracy later <p>Physical Geography: Human Geography: Geographical Knowledge:</p> <ul style="list-style-type: none"> To name and locate many of the world's most famous mountain regions maps To locate the USA and Canada on a world map and atlas <p>INTERNATIONAL DAY FOCUS:</p> <ul style="list-style-type: none"> GE: To work out an accurate itinerary detailing a journey to another part of the world PG: To explain what a place (open to environmental and physical change) might be like in the future taking account of physical features HG: To report on ways in which humans have both improved and damaged the environment GK: To begin to recognise the climate of a given country according to its location on the map <p>Hook:</p>	<p>Spring 2 Contrasting localities - UK vs South America Geographical Enquiry:</p> <ul style="list-style-type: none"> To collect information about a place and use it in a report To find plausible answers to their own geographical questions To plan a journey to a place in another part of the world, taking account of distance and time To map land use <p>Physical Geography:</p> <ul style="list-style-type: none"> To explain how a location fits into its wider geographical location; with reference to physical features <p>Human Geography:</p> <ul style="list-style-type: none"> To explain how a location fits into its wider geographical location; with reference to human and economical features <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To locate and name the main countries in South America on a world map and atlas To begin to recognise the climate of a given country according to its location on the map <p>Hook: Curriculum Enrichment: South American Carnival</p>	<p>Where does water come from? – Summer 2 Locating continents and oceans of the world Geographical Enquiry:</p> <ul style="list-style-type: none"> To collect information about a place and use it in a report To map land use To find plausible answers to their own geographical questions <p>Physical Geography:</p> <ul style="list-style-type: none"> To explain why many cities of the world are situated by rivers To explain how the water cycle works To explain why water is such a valuable commodity <p>Human Geography:</p> <ul style="list-style-type: none"> To explain why people are attracted to live by rivers To explain what a place might be like in the future, taking account of issues impacting on human features <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To name and locate many of the world's major rivers on the maps <p>Hook: Curriculum Enrichment: River trip (self – led)</p>



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	Curriculum Enrichment: Local walk and International Day		
Year 6		<p style="color: red;">What creatures would you find in a fantasy world? – Spring 1</p> <p style="color: blue;">Biomes</p> <p>Geographical Enquiry:</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> To give extended descriptions of the physical features of different places around the world <p>Human Geography:</p> <ul style="list-style-type: none"> To give an extended description of the human features of different places around the world <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To name the largest desert in the world To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles To explain how time zones work <p style="color: red;">W – Spring 2</p> <p style="color: blue;">Africa - Savannah</p> <p>Geographical Enquiry:</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> To give extended descriptions of the physical features of different places around the world <p>Human Geography:</p> <ul style="list-style-type: none"> To give an extended description of the human features of different places around the world <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To name the largest desert in the world 	<p style="color: red;">W – Summer 1</p> <p>Ordnance Survey Maps</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> To confidently explain scale and use maps with a range of scales To choose the best way to collect information needed and decide the most appropriate units of measure To make careful measurements and use the data To use OS maps to answer questions To use maps, aerial photos, plans and web resources to describe what a locality might be like To define geographical questions to guide their research To use a range of self-selected resources to answer questions <p>Physical Geography:</p> <ul style="list-style-type: none"> To give extended descriptions of the physical features of different places around the world To describe how some places are similar and others are different in relation to their human features To accurately use a 4 figure grid reference To create sketch maps when carrying out a field study <p>Human Geography:</p> <ul style="list-style-type: none"> To map land use with their own criteria To describe how some places are similar and others are different in relation to their physical features <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> To recognise key symbols used on ordnance survey maps



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			Hook: Curriculum Enrichment: Fieldwork and mapwork
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The New Curriculum Geography: Key stage 1	The New Curriculum Geography: Key stage 2
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>

Purpose of study
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



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Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.