



SOUTH HILL PRIMARY SCHOOL Long Term Planning: Geography

GOLDEN THREADS:			
Our local area	Physical and manmade features	Map skills and location	Change
People and places	Looking after our world	Climate	Collecting and using data

	Autumn Term	Spring Term	Summer Term
EYFS	<p><u>Understanding the world</u></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><u>What Geography looks like in Early Years:</u></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. 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 Children bring in photos where they are from and put on display Children will explore seasonal changes throughout the year, observing and responding through stories, non-fiction texts and expressive art and design <p><u>Early learning goals by the end of the year:</u></p> <p><u>People, Culture and Communities</u></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><u>The Natural World</u></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 		



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Geography

Year 1

Hemel Hempstead (Autumn 2)

Hook: Local walk

Geographical Enquiry:

- To say what they like about their locality
- To sort things they like and don't like
- To think of a few relevant questions to ask about a locality
- To name a few towns and cities in the south and north of the UK

Physical Geography:

- To describe a locality using words and pictures
- To tell someone their address
- To name key features associated with a town or village eg. Church, shop, farm, house

Geographical Knowledge:

- To identify the four countries making up the UK
- To name some of the main towns and cities in the UK

International Day (Autumn 2)

Hot or Cold? (Spring 2)

Geographical Enquiry:

- To answer some questions using different resources, such as books, the internet and atlases

Physical Geography:

- Can they explain the main features of a hot and cold place

Human Geography:

- 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

Geographical Knowledge:

- To point out where the equator, north pole and south pole are on a globe or atlas

Whatever the weather (Summer 2)

Geographical Enquiry:

- To answer questions about the weather
- To keep a weather chart

Physical Geography:

- To explain how the weather changes with each season

Human Geography:

- To begin to explain why they would wear different clothes at different times of the year



SOUTH HILL PRIMARY SCHOOL

Long Term Planning: Geography

Year 2

Locating continents and oceans of the world (Autumn 1)
Hook: Journey on an airplane, Making Balloon Worlds

Geographical Enquiry:

- To label a diagram or photograph using some geographical words

Physical Geography:

- To describe a place outside Europe using geographical words

Geographical Knowledge:

- To name the continents of the world and find them in an atlas
- To name the world's oceans and find them in an atlas
- To name the major cities of England, Wales, Scotland and Ireland (recap from Year 1)

Contrasting locality – a non-European country- Barbados (Autumn 2)
Hook: Bringing in pictures of somewhere they have visited and comparing to where they live
Curriculum Enrichment: International Day

Geographical Enquiry:

- 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

Physical Geography:

- To explain what makes a locality special
- To describe some places which are not near their school
- To describe some of the features associated with an island

Human Geography:

- To explain how the jobs people do may be different in different parts of the world

International Day (Autumn 2)

Contrasting physical geography – Hemel Hempstead vs the coast (Summer 2)

Hook:

Walk around Hemel Hempstead to think about what they like about their town (home task)
Curriculum Enrichment: Visit to the seaside

Geographical Enquiry:

- To say what they like and don't like about their locality and another locality like the seaside

Physical Geography:

- To describe some physical features of their own locality
- To describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean and valley

Human Geography:

- To describe some human features of their own locality such as the jobs people do
- To consider if people try to make the area better and how
- To explain the facilities a town or village might need
- To understand that people can spoil an area and how

Geographical Knowledge:

- To find where they live on a map of the UK



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Geography

Year 3	<p>Map skills and symbols (Autumn 2)</p> <p>Hook: Pirate Afternoon - map, treasure hunt and craft. Using ordnance survey maps to go on a walk around Hemel/the moor</p> <p><u>Geographical Enquiry:</u></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><u>Physical Geography:</u></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>International Day (Autumn 2)</p>	<p>Earthquakes and Volcanoes (Spring 2)</p> <p>Hook: Visit from One day Creative (Natural History Museum visit)</p> <p><u>Physical Geography:</u></p> <ul style="list-style-type: none"> To describe how volcanoes are created To describe how earthquakes are created <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> To explain how volcanoes have an impact on people's lives To explain how people's lives vary due to weather <p><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To locate and name some of the world's most famous volcanoes 	<p>Place study – Venice Vs Hemel Hempstead (Summer 2)</p> <p>Hook: Visit to the moor to look at physical and human features, why would people prefer to holiday in Venice vs Hemel Hempstead?</p> <p><u>Geographical Enquiry:</u></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><u>Physical Geography:</u></p> <ul style="list-style-type: none"> To confidently describe physical features in a locality and why they are there To locate the Mediterranean and explain why it is a popular holiday destination <p><u>Human Geography:</u></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 To explain how the lives of people living in the Mediterranean would be different from their own <p><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To name a number of countries in the Northern Hemisphere To name and locate some well-known European countries To name and locate the capital cities of neighbouring European countries To be aware of different weather in different parts of the world, especially Europe To name and locate the largest two seas in Europe
--------	---	---	---



SOUTH HILL PRIMARY SCHOOL Long Term Planning: Geography

Year 4	<p>International Day (Autumn 2)</p>	<p>What difference can I make to the world (Spring 1) Hook: Walk around the local area- finding environmental issues</p> <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> To label the same features on an aerial photograph as on a map <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> To explain how people are trying to manage their environment To find different views about an environmental issue To suggest different ways that a locality could be changed and improved To explain how a locality has changed over time with reference to human features <p>Village Study – contrasting a city and village- (Spring 2) Hook: Chn to find out information about a city they have visited</p> <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> To carry out a survey to discover features of cities and villages To plan a journey to a place in England <p><u>Physical Geography:</u></p> <ul style="list-style-type: none"> To describe the main features of a well-known city To describe the main features of a village To describe the main physical differences between cities and villages To label the same features on an aerial photograph as on a map <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> To explain why people are attracted to live in cities To explain why people may choose to live in a village rather than a city To explain how a locality has changed over time with reference to human features 	<p>Where do we come from? (Summer 1) Hook: To conduct a survey as to where people are from in the UK/ other countries. Chn to create a presentation about where their families are from and present to class</p> <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> To find the same place on a globe and in an atlas <p><u>Geographical Knowledge:</u></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
--------	--	---	---



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Geography

<h1>Year 5</h1>	<p>Geographical skills and fieldwork (Autumn 2) Hook: Local walk</p> <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> To map land use To make detailed sketches and plans; improving their accuracy later <p><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To name and locate many of the world's most famous mountain regions on maps To locate the USA and Canada on a world map and atlas <p>International Day (Autumn 2) INTERNATIONAL DAY FOCUS:</p> <ul style="list-style-type: none"> GE: To plan a journey to a place in another part of the world, taking account of distance and time HG: To explain what a place might be like in the future, taking account of issues impacting on human features 	<p>Contrasting localities - UK Vs South America (Spring 2) Hook: South American Carnival</p> <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> To find possible 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 <p><u>Physical Geography:</u></p> <ul style="list-style-type: none"> To explain how a location fits into its wider geographical location; with reference to physical features <p><u>Human Geography:</u></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><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To locate and name the main countries in South America on a world map and atlas 	<p>The Water Cycle and Rivers (Summer 2) Hook: River trip (River Restoration Project)</p> <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> To collect information about a place and use it in a report To find possible answers to their own geographical questions <p><u>Physical Geography:</u></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><u>Human Geography:</u></p> <ul style="list-style-type: none"> To explain why people are attracted to live by rivers <p><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To name and locate many of the world's major rivers on maps
-----------------	--	---	---



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Geography

<h1>Year 6</h1>	<p>International Day (Autumn 2)</p>	<p>Biomes (Spring 1) Hook: Make our own self-contained biome</p> <p><u>Physical Geography:</u></p> <ul style="list-style-type: none"> To give extended descriptions of the physical features of different places around the world <p><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles To explain how time zones work <p>Africa (Spring 2)</p> <p><u>Human Geography:</u></p> <ul style="list-style-type: none"> To give an extended description of the human features of different places around the world <p><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To name the largest desert in the world 	<p>Map skills (Summer 2) Hook: Fieldwork and mapwork- walk around our local area and put our skills into practice by using ordnance survey maps</p> <p><u>Geographical Enquiry:</u></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 they use maps, aerial photos, plans and web resources to describe what a locality might be like <p><u>Physical Geography:</u></p> <ul style="list-style-type: none"> To describe how some places are similar and others are different in relation to their human features To accurately use a 4 and 6 figure grid reference To create sketch maps when carrying out a field study <p><u>Human Geography:</u></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><u>Geographical Knowledge:</u></p> <ul style="list-style-type: none"> To recognise key symbols used on ordnance survey maps
-----------------	-------------------------------------	---	--



SOUTH HILL PRIMARY SCHOOL Long Term Planning: Geography

The National Curriculum Geography: Key stage 1	The National Curriculum Geography: Key stage 2
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.	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.

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.
Aims The national curriculum for geography aims to ensure that all pupils: <ul style="list-style-type: none">• 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.