

Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Ourselves	Once Upon a Time	Amazing Animals	Superhuman	Grow	Let's Move
Year 1		<p>Where do we Live?</p> <p>In this unit learners are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>		<p>What is the weather like in the UK?</p> <p>In this unit learners will be exploring the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p>		<p>What is it like to live by the coast?</p> <p>In this unit, learners will name and locate the continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Pupils will learn about the physical features of the Lincolnshire coast and how humans have interacted with this, including land use and tourism</p>
Year 2		<p>Would you prefer to live in a hot or cold place?</p> <p>In this unit, learners will be introduced to the basic concept of climate zones and mapping out hot and cold places globally. They will look at features in the North and South Poles and Kenya. They will also carry out fieldwork, comparing weather and features in the local area. Learning the four compass points.</p>		<p>Why is our world wonderful?</p> <p>In this unit pupils will be learning about the world's wonders; will further consolidate their knowledge of the names and locations of the world's oceans and will be considering what is unique about their local area.</p>		<p>What is it like to live in Boston USA?</p> <p>In this unit learners will be using a world map to locate continents, oceans and countries outside the UK with a focus on the USA. Learners will identify physical features of Boston USA using aerial photographs and maps before identifying human features, through exploring land-use. They will compare the human and physical features of Boston USA to features in the local area and make a simple map using data collected through fieldwork.</p>
Year 3			Are all settlements the same?	What is it like to live near a volcano?		What are rivers and how are they used?

			<p>In this unit learners will explore different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p>	<p>In this unit learners will build their knowledge of the physical structure of Earth: learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>		<p>In this unit pupils will be learning about rivers; their place in the water cycle, the name and location of major rivers of the world and how they are used.</p>
Year 4		<p><b>Who lives in Antarctica?</b></p> <p>In this unit learners will be deepening their knowledge about how latitude and longitude link to climate. They will also learn about the physical and human features of polar regions with links to the explorer, Shackleton.</p>			<p><b>Where does our food come from?</b></p> <p>In this unit, learners will be looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on the Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>	<p><b>Why are rainforests important to us?</b></p> <p>In this unit, learners will be developing their understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>
Year 5		<p><b>Would you like to live in a desert?</b></p> <p>In this unit learners will be exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p>		<p><b>What is life like in the alps?</b></p> <p>During this unit learners will explore the climate of the largest mountain range in Europe and find out why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists. They will also investigate tourism in their local area and map</p>		<p><b>What is it like to be a town planner?</b></p> <p>In this unit learners will be observing, measuring, recording and presenting their own fieldwork study of the local area linked to town planning.</p>

				recreational land use; presenting findings to compare the Alps to their own locality.		
Year 6		<p><b>Why does population change?</b></p> <p>In this unit learners will be investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p>		<p><b>Where does our energy come from?</b></p> <p>In this unit learners will be exploring renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>		<p><b>Why do Oceans matter?</b></p> <p>In this unit learners will be exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>