



**Long Term Plan for Geography**

**Subject Leader: Charlotte Quinn**

**Date: September 2023**

(2022– 2023)	Autumn	Spring	Summer
Monnow (Year 1)	International	Local	National
	<p><b>Why are some places always hot and others always cold?</b></p> <p>During the topic from Pole to Pole (Voyages) &amp; Day and Night, the children will use locational knowledge as they explore the Globe. The children will begin to use basic geographical vocabulary to refer to physical features and human features for both their local area and in a non-European country. The children will identify seasonal patterns</p>	<p><b>What is our local area like?</b></p> <p>Children find out more about our school and the village of Mordiford. They will partake in a walk around the local area and locate various places of interest. They will also explore the features of our local area. They will understand why it is important for all streets to have a name, including post code.</p>	<p><b>Why are our bins a different colour?</b></p> <p>In our topic ‘Super Me’ we look at Superhero and consider environmental factors and how to Save the World. The children will: Understand what we mean by recycling. Recognise why plastic causes us concern. 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.</p>
Substantive concepts	Place Physical and human processes	Place	Environmental impact
Disciplinary concepts	Similarities and differences	Field work Map skills	Cause and consequence
Arrow (Year 2)	National	International	Local
	<p><b>What can Paddington Bear teach us about London?</b></p> <p>Year 2 begin learning about London with the help of Paddington Bear. The children will look at the human and physical geography around London, noticing it is the capital city of the UK. They will focus on landmarks and what symbols mean. They also identify the other capital cities of the UK and its surrounding oceans. To conclude the unit the children will plan an imaginary trip to London. They will consider how they will get there, what they will need to wear for the season and what they will see.</p>	<p><b>What are the differences and similarities between Kenya and the UK?</b></p> <p>The children will become explorers as they visit Kenya and meet the people, wildlife and landscapes. They will learn where Kenya is on a map and undertake a variety of fun activities to help them learn more about Kenya and compare it to the UK.</p>	<p><b>Where do I live?</b></p> <p>In this unit the children will explore and learn about their locality beyond the school gate, building on their knowledge and understanding of our school environment from Year 1. Year 2 will explore the local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.</p>
Substantive concepts	Physical and human processes	Cultural diversity	Place
Disciplinary concepts	Map skills	Similarities and differences Research and enquiry	Fieldwork
KS2	National	European	International

Wye Class (Year 3)			
	<p><b>Where in World are we?</b></p> <p>In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history. Land use provides children with the chance to take a careful look at Mordiford and the surrounding area and begin to look for patterns in land use. They will become cartographers, making maps and agricultural surveyors by considering where different farming activities occur in Mordiford, Herefordshire and further afield in the UK.</p>	<p><b>Is the weather getting Wilder?</b></p> <p>Children will learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p><b>Are the Polar Ice Caps really melting?</b></p> <p><b>What will the Arctic look like in the future?</b></p> <p>The children will be taught to recognise and develop the human and physical features of polar regions. They will gain greater awareness of the impact of Climate Change and its impact on the environment. The children make connections between their own lives and the wider world. They will consider the positive and negative impact people have on the environment and understand how and why flora and fauna exist in certain parts of the world. The children will recognise how significant events in the past, such as early exploration, have had an influence on the present.</p>
<b>Substantive concepts</b>	<b>Scale Interdependence</b>	<b>Cultural diversity Place</b>	<b>Environmental impact Physical &amp; human processes Interdependence</b>
<b>Disciplinary concepts</b>	<b>Map skills Fieldwork</b>	<b>Similarities and differences Research and enquiry</b>	<b>Research and enquiry Cause and Consequence</b>
<b>Theme (Year 4)</b>		<b>National</b>	<b>International</b>
	<p><b>What is the significance and position of the Equator, Northern and Southern hemisphere?</b></p> <p>This 'All around the World' international topic allows the children to take a closer look at where the countries of the world are located and learn some of the way's geographers describe locations. They learn to locate and describe places using longitude and latitude and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics of Cancer and Capricorn.</p>	<p><b>How do people move around? (Map Skills – reading to 6-digit grid reference)</b></p> <p>In this topic, the children will use atlases to locate countries focusing on Europe and the U.K. Students will understand the basic skills of map reading by participating in orienteering around the school to introduce the skills of finding a position using a map. They will explore the area around the school; finding key points, landmarks and visual positions that can aid in finding their way (local). They will explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps and maps of the local area, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map.</p>	<p><b>Why are Rainforests so important to our planet? (South America, Brazil and Amazon Rainforest)</b></p> <p>In this topic, the children will take a closer look at the mysteries of a tropical rainforests. From the layers of the forest and its animal inhabitants to the unique climate found in the tropics. The children will learn geographical vocabulary relating to rainforests; locate the rainforests and explore the relationship of them to the Equator.</p> <p>The children will focus upon the continent of South America and concentrate on Brazil as a country. They will understand the types of settlement within the rainforest; comparing the similarities and differences between their own homes and the homes within an Amazon Rainforest tribal village.</p> <p>The children will explore similarities and differences between their own culture and the Kayapo tribe.</p>

<b>Substantive concepts</b>	<b>Place Scale</b>	<b>Place Scale</b>	<b>Physical &amp; human processes</b>
<b>Disciplinary concepts</b>	<b>Research and enquiry</b>	<b>Map skills Fieldwork</b>	<b>Map skills Cause and consequence</b>
<b>Frome (Year 5)</b>	<b>International</b>	<b>National</b>	
	<p><b>How are mountains created?</b></p> <p>In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.</p>	<p><b>Where does our water come from?</b></p> <p>The children will look at the features of rivers, and the natural and human ways that rivers change over time leading the children to explore the life stories of rivers. They find out more about why rivers are so important to the towns and villages that have developed on their banks. They will learn the names and locations of the major rivers of the UK and the world. They will then compare these.</p>	<p><b>Why on Earth do we have different climates?</b></p> <p>This unit works closely with our Science topic – Earth and Space. We will look at how the Earth’s orbit and axis affects our climates. We will create the Earth’s orbit by creating models and act it out giving the children the opportunity to see what parts of the Earth are closest to the Sun. This will then raise the question on what effect would this have? What do you think the climate will be like closer and further away from the hottest point? Children will learn what latitude and elevation is and how it effects each region.</p>
<b>Substantive concepts</b>	<b>Physical and human processes</b>	<b>Physical and human processes</b>	<b>Environmental impact</b>
<b>Disciplinary concepts</b>	<b>Cause and consequence</b>	<b>Field work Research and enquiry</b>	<b>Research and enquiry Similarities and differences</b>
<b>Pentaloe (Year 6)</b>	<b>National</b>		<b>International</b>
	<p><b>How does physical and human geography differ between locations?</b></p> <p>In this unit the children the children will use basic map reading by participating in orienteering to develop skills of finding position on a map. The children will use OS maps of the local area. They also survey two local areas for footfall and traffic.</p>		<p><b>How do countries trade and how does trade differ between locations and between the past and now?</b></p> <p>In this unit children have the opportunity to explore and research a country in Central America and will compare and contrast to our local area. They will then explore trade routes that enabled slavery and the prosperity of those who expanded their businesses and empires into the New World. Students discover how and why slavery was introduced and maintained by a multitude of nations, how slaves were captured and sold in Africa and how what slaves produced was used in Europe.</p>
<b>Substantive concepts</b>	<b>Environmental impact Physical and human processes</b>		<b>Cultural diversity</b>
<b>Disciplinary concepts</b>	<b>Field work Map skill</b>		<b>Cause and consequence Research and enquiry Similarities and differences</b>

