

GEOGRAPHY LONG TERM PLAN

KS1 & KS2 ANNUAL OVERVIEW

2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fire and Ice	Fire and Ice	Hospital Heroes	Hospital Heroes	Australia	Australia
Year 2	Journeys	Journeys	Where are we?	Where are we?	Victorian Seaside	Victorian Seaside
Year 3	Stone Age and Iron Age	Stone Age and Iron Age	Ancient Egypt	Ancient Egypt	Rainforests	Rainforests
Year 4	Romans	Romans	Weather around the World	Weather around the World	Our planet	Our planet
Year 5	Mayans	Mayans	Saxons and Vikings	Saxons and Vikings	Space	Space
Year 6	Ancient Greece	Ancient Greece	World War 2	World War 2	Transition/PSHCE/ Research Projects	Transition/PSHCE/ Research Projects

Year 1	Term: Autumn	Unit Title: Fire and Ice
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ name and locate the world's 7 continents ▪ name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom— <i>know the 4 countries of the United Kingdom and the capital city of England.</i> ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ What are continents? ▪ What are the names of the 7 continents in the world? ▪ What are the names of the countries in the United Kingdom? ▪ What is the capital city of England? ▪ What and where is the equator? ▪ What and where are the North and South poles? ▪ What are seasons? What are the names of the seasons? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ The term continent means a large solid area of land. ▪ Recognise and name the 7 continents of the world using a map or an atlas. ▪ Understand the term United Kingdom and that it is made up of 4 countries: we live in England, Wales, Scotland and Northern Ireland. ▪ Locate England, Wales, Scotland and Northern Ireland on a map or an atlas. ▪ Know the capital city of England is London and identify on a map. ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <ul style="list-style-type: none"> ▪ Countries close to the equator are hotter than those further away from the equator. ▪ The North and South Poles are cold places. ▪ Name the four seasons and name weathers associated with each season, and use the correct terminology when describing weather. ▪ Be able to discuss weather temperatures associated with seasons in the United Kingdom e.g. <i>winter is colder than spring. Summer is hot. Spring and Autumn can be sunny but they are chilly.</i> ▪ Use aerial photographs to identify geographical features. Know that aerial means <i>from the air</i>. <ul style="list-style-type: none"> ▪ Know what 'physical features' mean. Recognise and name: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation using aerial photographs and maps. ▪ Know what 'human' features' mean. Recognise and name city, town, village, factory, farm, house, office, port, harbour and shop using aerial photographs and maps. <p>What is the weather like in England?</p> <ul style="list-style-type: none"> ▪ What is the weather like in the North and South Poles, in relation to the equator? ▪ What physical and human features of the North Pole can you identify? (coast, sea, ocean, season, weather.) ▪ What physical and human features of London can you identify? (river, season, weather, city, house, port, harbour, shop) ▪ Which countries are in the Arctic Circle? ▪ How could you travel to London, the North Pole and the Arctic circle?

Linked Texts:

- Jack and the beanstalk
- Little Red Riding Hood
- The Storm Whale
- Handa's Surprise

Topic specific additional resources, including people and places:

- 7 continents song on K-drive and youtube - <https://www.youtube.com/watch?v=nmvw3sTGajs>
- Google maps
- Google earth
- Maps
- Atlases
- Aerial maps
- Aerial photographs

Year 1	Term: 2	Unit Title: Hospital Heroes	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents and oceans studied at this key stage. ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where was Edith Cavell born? ▪ Where was Florence Nightingale born? ▪ Where was Mary Seacole born? ▪ Where did Edith Cavell travel? ▪ Where did Florence Nightingale travel? ▪ Where did Mary Seacole travel? ▪ Why did they travel to those places? ▪ What physical and human features are near where FN, EC and MS were born? ▪ What physical and human features are near where FN, EC and MS travelled to? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Edith Cavell was born in Norfolk, England and identify using a map or in an atlas. ▪ Florence Nightingale was born in Florence, Italy and identify using a map or atlas. ▪ Mary Seacole was born in Kingston, Jamaica and identify using a map or atlas. ▪ Plot the routes travelled by Edith Cavell, Mary Seacole and Florence Nightingale on maps. <ul style="list-style-type: none"> ▪ Edith Cavell: Austria and Belgium. ▪ Mary Seacole: London and Scutari. ▪ Florence Nightingale: Germany and Scutari. ▪ Use aerial photographs to identify geographical features. Know that aerial means <i>from the air</i>. <ul style="list-style-type: none"> ▪ Know what ‘physical features’ mean. Recognise and name beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation in relation to where Edith Cavell, Florence Nightingale and Mary Seacole were born. ▪ Know what ‘human features’ mean. Recognise and name city, town, village, factory, farm, house, office, port, harbour and shop in relation to where Edith Cavell, Florence Nightingale and Mary Seacole were born. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ Non-fiction texts about Edith Cavell, Florence Nightingale and Edith Cavell (in the library.) ▪ Famous nurses (in the library) 		<ul style="list-style-type: none"> ▪ Atlases ▪ Maps ▪ Aerial photographs ▪ Aerial maps 	<ul style="list-style-type: none"> ▪ Google maps ▪ Google earth

Year 1	Term: 3	Unit Title: Australia	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ Name and locate the world's 7 continents ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage ▪ Use 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. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where is Australia? ▪ What is the weather like in Australia? ▪ What famous physical features are in Australia? ▪ What famous human features are in Australia? ▪ What is the capital of Australia? ▪ How is Australia split? ▪ What cities are in Australia? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Australia is one of the worlds' 7 continents-locate using a map or atlas. ▪ Australia is near the equator and so is a hot country. <ul style="list-style-type: none"> ▪ describe its weather e.g. Australia's seasons appear at the opposite times to the seasons in the United Kingdom. ▪ Know that Australia's coastline is cooler than inland (the outback). ▪ Canberra is the capital of Australia - locate on a map or an atlas. ▪ Using maps, identify and locate cities in Australia: <ul style="list-style-type: none"> ▪ Canberra, Sydney, Melbourne, Hobart, Adelaide, Darwin and Perth ▪ Explain their locations using locational and directional language: near, far, left, right, above, below, next to. ▪ Using maps and atlases to identify and describe physical and human features of key cities in Australia: <ul style="list-style-type: none"> ▪ beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ▪ Recognise physical landmarks in Australia and compare to UK landmarks: Ayers Rock (Uluru) (an island mountain) and Snowden (mountain range) ▪ city, town, village, factory, farm, house, office, port, harbour and shop ▪ recognise human landmarks in Australia and compare to UK landmarks: Sydney Harbour Bridge and London Tower Bridge; Sydney Opera House and Royal Albert Hall. ▪ Australia is divided into 7 territories: Western Australia, Northern Territory, Queensland, New South Wales, South Australia, Victoria and Tasmania. <ul style="list-style-type: none"> ▪ Identify and label Australia's 7 territories on a map. ▪ Use maps and atlases to begin plotting the location of key cities in Australia on blank maps, looking carefully at their location in relation to coastline and the territory they lie within. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ A is for Australia by Frane Lessac ▪ An Aussie Year by Tania McCartney ▪ Big Rain Coming by Katrina Germein and Bronwyn Bancroft 		<ul style="list-style-type: none"> ▪ https://thetruesize.com/ ▪ Atlases 	

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- At the beach by Roland Harvey
- Everything we ever saw: from the beach to the bush and more by Roland Harvey
- In the bush by Roland Harvey
- Where is the great barrier reef? By Nico Medina
- Australia by Mary Colson
- Living in Australia by Chloe Perkins
- Introducing Australia by Anita Ganeri
- Australia: Travel for kids: The fun way to discover Australia by Dinobibi Publishing
- Let's explore Australia by Elle Parkes
- Everything and everywhere: a fact-filled adventure for curious globe-trotters by Marc Martin
- Learning about Australia by Lisa Owings
- Maps
- Aerial photographs
- Aerial maps
- Blank maps
- Google maps
- Google earth

Year 2	Term: 1	Unit Title: Journeys. Enquiry question: Where is Sandy in relation to the world?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ● Name and locate the world's 7 continents and 5 oceans. ● Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. ● Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ● 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 ● 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 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where is Sandy? ▪ Which country is Sandy in? ▪ Which continent is Sandy/England in? ▪ Which seas surround the United Kingdom? ▪ Where have you been on holiday? ▪ How many ways of travelling can you think of? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Name and locate the world's 7 continents and 5 oceans. <ul style="list-style-type: none"> ● There are 7 continents in the world. ● Name the 7 continents: North America, South America, Africa, Europe, Asia, Antarctica and Australia. ● There are 5 oceans in the world. ● Name the 5 oceans: Pacific, Atlantic, Arctic, Indian and Southern. ● Identify on a map or in an atlas the 7 continents in the world. ● Identify on a map or in an atlas the 5 oceans in the world. ▪ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas/use basic geographical vocabulary/ Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage. <ul style="list-style-type: none"> ● There are four countries that make up the United Kingdom. ● Name England, Northern Ireland, Scotland and Wales. ● Identify England, Northern Ireland, Scotland and Wales on a map or in an atlas. ● Each country has a different capital city. ● Name the 4 capital cities: London, Edinburgh, Cardiff and Belfast. ● Identify London, Edinburgh, Cardiff and Belfast on a map or in an atlas. ● Use geographical vocabulary to refer to physical and human features of each capital city. ▪ Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage. <ul style="list-style-type: none"> ● Name a place/holiday destination they have visited. ● Locate a place/holiday destination they have visited on a map or in an atlas. ● Identify where Sandy/holiday destinations are located and compare. ● Suggest ways of travelling between Sandy and other places visited. ● Locate on a map or in an atlas where Christopher Columbus travelled. <p>What is the difference between a map and an atlas?</p> <ul style="list-style-type: none"> ▪ Can you describe your route to school? ▪ What is a landmark? ▪ Can you describe what is meant by a symbol or a key? ▪ What does 'physical feature' mean? ▪ What does 'human feature' mean? 	

features; devise a simple map; and use and construct basic symbols in a key

- Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map.
 - Know the directions **North, South, East and West**.
 - Using a map or an atlas, identify the 4 countries of the United Kingdom and identify their compass directions in relation to one another. E.g. *Scotland is north of England. Wales is to the west of England.*
 - Using a map or an atlas, identify destinations visited in the world and identify their compass directions in relation to the United Kingdom. E.g. *France is south of England.*
 - Know the difference between **near** and **far** and **left** and **right**.
 - Use the language of **near** and **far** in relation to a feature identified on an **aerial** photograph or on a map. E.g. *the river is near The Tower of London.*
 - Use the language **left** and **right** in relation to a feature identified on an **aerial** photograph or on a map. E.g. *the park bench is to the left of the bridge.*
- 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.
 - Know their address (street name)
 - Locate their address and **Laburnum Primary School** on a map and on an **aerial** photograph/**plan perspective**.
 - Identify on **aerial photographs/plan perspectives, human** and **physical features**.
 - Identify and plot the route taken from their address to school using **human** and **physical features** to help them.
 - Draw a simple map of their route to school or another **human** or **physical feature** in the locality using **symbols**.
 - **Symbols** are used to represent **landmarks** and **features** on a map.
 - A **key** gives information in order to make a map make sense.
 - Draw a simple **key** to support their map drawing.

Linked Texts:

- Junior Atlases
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Topic specific additional resources, including people and places:

- Walk around Sandy to identify features
- Maps of the world, Europe, UK.
- Aerial photos of Sandy

Year 2	Term: Spring	Unit Title: Where Are We?: What is the geography of our local area?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Name and locate the world's 7 continents and 5 oceans ▪ Name, locate and identify characteristic of the 4 countries and capital cities of the United Kingdom and its surrounding seas ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ▪ Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soils, valley, vegetation, season weather. ▪ Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ▪ 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>Questions:</p> <ul style="list-style-type: none"> ▪ Where do you live? ▪ Where are we in relation to the world? Europe? The United Kingdom? Bedfordshire? ▪ How can we use compass directions to describe where places are? ▪ What landmarks are in our local area? ▪ What's the difference between a town and a village? ▪ What is a county? ▪ What is a country? ▪ What is a continent? ▪ What landmarks are in our area? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Name and locate on maps, atlases and globes the 7 continents and 5 oceans in the world: North America, South America, Africa, Europe, Asia, Antarctica and Australia: Pacific, Atlantic, Arctic, Indian and Southern. <ul style="list-style-type: none"> ▪ locations, some features and relative size. ▪ Name and identify the four countries that make up the United Kingdom. ▪ Name and identify the capital cities of each country in the United Kingdom. ▪ Name and identify the seas surrounding the United Kingdom on a map: English Channel, Irish Sea, Atlantic Ocean, North Sea. ▪ Identify the equator on a map or atlas and describe its relation to the United Kingdom. <ul style="list-style-type: none"> ▪ Know that countries closer to the equator are hotter. ▪ Know, name and identify the 4 seasons experienced in the United Kingdom. ▪ The United Kingdom is split into many counties (a geographical region) ▪ We live in Bedfordshire - identify on a map ▪ Identify some neighbouring counties on a map – Cambridgeshire, Hertfordshire, Buckinghamshire, Northamptonshire. ▪ Know the difference between a town, village, county, country, continent and planet: Sandy (town) / Beeston (village) Bedfordshire (County) England (Country) United Kingdom, Europe (Continent) Earth (planet) ▪ Use basic geographical vocabulary to describe human and physical features within the locality. <ul style="list-style-type: none"> ▪ A1, St Swithuns Church, Baptist Church, Bedford Road Park, Sandhills, RSPB, train station, shops, market square, river, mill, bridge etc. ▪ Use the directions North, South, East and West to describe and compare locations in the locality. E.g. <i>Sandy is in the east of England. Sandy is north of London. Edinburgh is north of Sandy.</i> ▪ Use the language of near and far in relation to a feature identified on an aerial photograph or on a map. E.g. <i>the river is near the A1.</i> ▪ Use locational and directional language to describe a feature identified on an aerial photograph or on a map. E.g. <i>the pharmacy is to the right of the chip shop.</i> ▪ Know their address (street name) and identify on a map or on an aerial photograph.

- 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.
- Identify **Laburnum Primary School** and identify on a map or on an **aerial** photograph.
- Identify on an **aerial** photograph/plan perspectives **human** and **physical features**, and using these features plot the route taken from their address to school on a map.
- Devise a simple **map** of the school grounds with a **key**.
- **Symbols** are used to represent **landmarks** and features on a map and a **key** gives information in order to make a map make sense.
- Draw a simple map and key of their **route** to school or another **human** or **physical feature** in the locality.

Inked Texts:

- Here We Are – Notes for Living on Planet Earth – Oliver Jeffers
- Where My Wellies Take Me – Michael and Clare Morpurgo
- Letters to Africa – U C Lan
- Introducing Africa (Introducing Continents) Chris Oxlade

Topic specific additional resources, including people and places:

- <https://www.ordnancesurvey.co.uk/mapzone> lots of interactive games and activities
- <https://www.natgeokids.com/uk/> school email address / E_ _ _ 1_ _ _ _ 3_ _ _ +
- <https://www.ordnancesurvey.co.uk/mapzone>
- <http://schools.geograph.org.uk/>
- <https://www.getthedata.com/postcode/SG19-1HQ>
- facebook group: Sandy in Old Pictures
- <https://dfsresources.edina.ac.uk/resources/subject/primary-87>
- <https://www.youtube.com/watch?v=IDhapt7nw4A>
- <https://www.youtube.com/watch?v=K6DSMZ8b3LE>
- <https://www.educationquizzes.com/ks1/geography/countries-of-europe/>
- <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jvh>
- Walk around the locality to identify geographical features.
- Atlases, maps, globes.
- Google maps/earth

Year 2	Term: Summer	Unit Title: Victorian Seaside: What is special about the seaside?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ name and locate the world’s seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ▪ 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 ▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ 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 ▪ 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>Questions:</p> <ul style="list-style-type: none"> ▪ What do we mean by the seaside? ▪ Why did some places become seaside resorts? ▪ Which seaside areas do we visit today? ▪ What is a seaside resort like today? ▪ How are seaside resorts today similar and different? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Revision of 7 continents and 5 oceans of the world ▪ Know key vocabulary and its meaning: <ul style="list-style-type: none"> ▪ sea (area of salty water, smaller than ocean) ▪ country (area of land, smaller than continent) ▪ coast (where land meets the sea or ocean). ▪ Revision of countries of the United Kingdom, surrounding seas and capital cities. ▪ Use maps and photos to locate and identify features of some well known seaside resorts – Blackpool, Great Yarmouth (promenade, piers, funfair, donkey rides); Malaga, Toulon (market, marina, ferry, harbour); compare with own experiences. ▪ Understanding human (road, shop, harbour, port) and physical (cliff, bay, beach) features of the seaside and observing them at a range of different UK locations. ▪ Using a 4-point compass rose (North, South, East, West) to help locate places on maps of the UK and the world. ▪ Knowing some distinguishing features of the seas around the UK (English Channel: swimming records / white cliffs; North Sea: fishing / oil rigs. ▪ Observing photographs to compare seascapes in different parts of the UK and the rest of the world. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ Lighthouses – Jackum Brown ▪ Lighthouses of England – The South Coast – Tony Denton / Nicholas Leach 		<ul style="list-style-type: none"> ▪ PlanBee scheme of work –Seas and Coast - 6 lessons, teaching resources and differentiated activities ▪ Range of photographs from seaside towns – physical and human features and tourist information boards ▪ Class visit to Hunstanton, North Norfolk. ▪ Atlases, maps, globes. ▪ Google maps/earth 	

Year 3	Term: Autumn	Unit Title: Prehistoric People: Stone, Bronze, Iron Age: How did the discovery of different materials affect life during the Stone, Iron and Bronze ages?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ 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. ▪ Name and locate counties 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. ▪ describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where did Prehistoric people originate? ▪ How did they get to Britain? ▪ Where can we find evidence of prehistoric people in Britain today? ▪ Why did Prehistoric people settle? 	<ul style="list-style-type: none"> ▪ Why did they choose to settle where they did? ▪ How did human geography affect where they chose to settle? ▪ How did physical geography affect where they chose to settle? 	
	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ People first evolved in Africa then spread to other parts of the world. ▪ People in Britain 1,000,000 years ago, having been able to walk over land from Africa to Europe as continents joined. ▪ Know, name and locate the 7 continents in the world using maps, atlases and globes. ▪ Locate countries within the United Kingdom: England, Wales, Scotland, Northern Ireland and Republic of Ireland. ▪ Locate where prehistoric sites can still be seen in Britain using maps and aerial photographs. ▪ Know where prehistoric sites can still be seen in Britain. <ul style="list-style-type: none"> ▪ Neolithic – Stonehenge – Wiltshire. ▪ Sarsen stones, bluestones, Wales. ▪ Skara Brae – Orkney Islands. ▪ Be able to draw comparisons between locations. ▪ Identify and name topographical features of the United Kingdom, including hills, mountains, coasts and rivers. ▪ Explain how these topographical features were important when deciding where to hunt and settle. ▪ Know what Britain was like in the Neolithic, Mesolithic and Palaeolithic periods, specifically land-use and types of settlement. Describe how these developed over time (new materials being discovered and used.) ▪ Use knowledge of what Britain was like in the Neolithic, Mesolithic and Palaeolithic periods to describe and explain how aspects of topographical features have changed over time. ▪ Name and identify key features of physical geography and explain how they affected choice in settlement. ▪ Name and identify key features of human geography and explain how they affected choice in settlement. 		

and the distribution of natural resources including energy, food, minerals and water

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Linked Texts:

- Stone Age Boy – Satoshi Kitamura
- How to Wash A Woolly Mammoth - Michelle Robinson and Kate Hindley
- Stig of the Dump - Clive King
- Skara Brae - Dawn Finch
- The Boy with the Bronze Axe - Kathleen Fidler
- Stone Age Tablet - Andrew Langley
- The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert
- The Secrets of Stonehenge - Mick Manning & Brita Granström
- Stone Circles - Dawn Finch

More ideas at <https://www.booksfortopics.com/stone-age-to-iron-age>

Topic specific additional resources, including people and places:

- <https://vivacity.org/vivacity-venues/flag-fen/>
- <https://www.english-heritage.org.uk/visit/places/stonehenge/schools/>
- <https://www.visitscotland.com/info/see-do/skara-brae-prehistoric-village-p247671>
- <http://www.starcarr.com/>
- PlanBee Prehistoric Britain planning, resources and PowerPoints
- Atlases, maps, globes.
- Google maps
- Google earth
- OS maps
- Aerial photographs

Year 3	Term: Spring	Unit Title: Ancient Egypt: How do Ancient Egypt settlements compare to settlements from other Ancient civilisations?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ 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 the Equator, Northern Hemisphere and Southern Hemisphere. ▪ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. ▪ Describe and understand key aspects of 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. ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ Use the eight points of a compass to build knowledge of the wider world 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where is Egypt? ▪ What are the key geographical features of Egypt? ▪ What are the key physical features of Egypt? ▪ What are the key human features of Egypt? ▪ Where are Ancient Egyptian sites located? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Egypt is a country in the continent of Africa and use 8 compass points to describe its location. ▪ Use 8 points of a compass to pinpoint and describe the location of Egypt on maps, atlases and globes. ▪ Egypt is bounded by the Mediterranean Sea to the north and the Red Sea to the East. ▪ countries bordering Egypt: Libya, Sudan and Israel. ▪ Identify the Equator on a map or atlas and know that areas of land above the Equator are in the Northern Hemisphere and areas of land below the equator are in the Southern Hemisphere. ▪ Egypt is located in the Northern Hemisphere. ▪ Countries close to the equator are hotter. ▪ The River Nile runs south to north in Egypt and that it is the longest river in the world. ▪ Egypt is predominantly desert landscape; some parts mountainous; some oasis. ▪ Egypt is often divided into two sections: Upper Egypt (in the South); Lower Egypt (in the North) – upper and lower referring to direction of flow of the river. ▪ In the times of the Ancient Egyptians the River Nile flooded annually. ▪ Know that after the floods went down, silt was left behind which made excellent planting conditions and as a result, the ancient Egyptians had fields next to the Nile. ▪ Identify how this key feature of physical geography affected choice in settlement. ▪ The annual Nile floods affected land use in the times of the Ancient Egyptians. ▪ The Nile was used for transportation, including transporting trade goods. ▪ The Nile was an area of settlement rich in crops, food and other economic activity. ▪ Locate ancient Egyptian sites using maps, atlases and globes: Memphis, Giza, Rosetta, Aswan, Thebes, Valley of the Kings, Valley of the Queens, Alexandria, Saqqara. ▪ Name and locate key modern Egyptian sites: Cairo, Suez Canal, Aswan High Dam. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ I wonder Why Pyramids Were Built – Philip Steele ▪ DK Eyewitness: Ancient Egypt 		<ul style="list-style-type: none"> ▪ https://www.ancient-egypt-online.com/ancient-egyptian-geography.html ▪ https://www.ducksters.com/geography/country/egypt.php 	

GEOGRAPHY LONG TERM PLAN

- See Inside Ancient Egypt
- Everything Ancient Egypt
- Eye Witness Travel Guide – Egypt
- We're Sailing Down the Nile: A Journey Through Egypt – L Krebs and A Wilson
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth

Year 3	Term: Summer	Unit Title: Rainforests: Where are rainforests and what are they like?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ 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. ▪ Name and locate 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. ▪ Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn. ▪ 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 ▪ describe and understand key aspects of: physical geography, including: climate zones and biomes ▪ use maps, atlases and globes to locate countries and describe features studied 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where are the Tropics, and why are they called that? ▪ What is it like in the Tropics? ▪ How is land used in the Tropics? ▪ What issues face the Tropical regions? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ The largest tropical rainforests are found in South America and Western Africa and locate using maps and atlases. ▪ Smaller tropical rainforests are found in Central America and other locations in the Tropics. ▪ Temperate rainforests are found along some coasts in temperate zones, such as the Pacific coast in North America and Europe. Locate using maps and atlases. ▪ Know where in the world the Tropics are. <ul style="list-style-type: none"> ▪ The Tropics are the region of Earth around the equator; ▪ Locate the equator, Tropic of Cancer (23 degrees North of the equator) and Tropic of Capricorn (23 degrees South of the equator); ▪ Identify some countries in the Tropics. ▪ Understand what the climate of the Tropics is like, and why. <ul style="list-style-type: none"> ▪ Intense sunlight; constantly hot. ▪ Most areas have a wet season and a dry season. ▪ High rainfall ▪ Understand what the climate outside of the Tropics is like, and why this differs to tropical rainforests. <ul style="list-style-type: none"> ▪ Two distinct seasons; one long and wet and the other short, dry and foggy. ▪ Much lower temperature (highs of 27 degrees) ▪ Vast amount of rainfall ▪ Realise the impact the climate has on the ecosystem of tropical and temperate rainforests. <ul style="list-style-type: none"> ▪ Biodiverse areas; often tropical rainforest; layers of rainforest; (emergent, canopy, understory, forest floor); inhabitants of different layers. ▪ Temperate: extended growing season and major seasonal changes. Animals must develop and adapt to seasonal changes. Trees are often deciduous. Layers of temperate rainforest (emergent and canopy.) Ground layer receives a lot more light; plant species thrive on the ground. ▪ Appreciate the importance of tropical regions <ul style="list-style-type: none"> ▪ Foods grown there: e.g. sugar cane, soya beans, rice, sweet potatoes, bananas, mangoes, cocoa, coffee, tea. ▪ Unique creatures only living there – e.g. orang-utans; okapi; tapirs; Sumatran rhino; western lowland gorillas.

- use the eight points of a compass to build their knowledge of the United Kingdom and the wider world
- Help stabilise the world’s **climate**
- Source of medicines and food
- Maintains the water cycle
- Appreciate the importance of **temperate** regions
 - Animal habitats
 - Help stabilise the world’s climate
 - Maintains the water cycle
- Changes in **tropical** rainforests:
 - Rapidly decreasing rainforest areas: **deforestation** (logging); habitat loss; soil erosion.
 - Increasing palm oil plantations; land for rearing beef cattle.
- Changes in **temperate** rainforests:
 - Rapidly decreasing rainforest areas: **deforestation** (logging); habitat loss; soil erosion.
- Farming, hunting, mining and urbanisation resulting in pollution and loss of biodiversity.

Linked Texts:

- The Great Kapok Tree – Lynne Cherry
- The Explorer – Katherine Rundell
- The Shaman’s Apprentice – Lynne Cherry
- Rainforests in 30 seconds – Jen Green & Stephanie Murphy
- Lifesize Rainforest – Anita Ganeri & Stuart Jackson-Carter
- Running Wild – Michael Morpurgo
- The Vanishing Rainforest – Richard Platt & Rupert van Wyk
- 100 Facts: Rainforests – Camilla de la Bedoyere

Topic specific additional resources, including people and places:

- <https://www.rainforest-alliance.org/>
- <https://www.oddizzi.com/teachers/explore-the-world/weather/climate-zones/equatorial-or-tropical/>
- <https://www.ks2history.com/great-kapok-tree>
- <https://www.worldatlas.com/articles/tropical-rainforest-animals.html>
- <https://www.rainforestconcern.org/forest-facts/why-are-rainforests-being-destroyed>
- https://wwf.panda.org/our_work/forests/importance_forests/tropical_rainforest/
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps

Year 4	Term: Autumn	Unit Title: What would our lives be like without the Romans?	
NC Objectives: Geography		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ Locate the world’s countries using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ▪ name and locate counties 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 – London, York. Mountains, hills, coasts and rivers. ▪ 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 – Italy and UK comparison ▪ physical geography, including: volcanoes - Pompeii ▪ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources. ▪ To use maps, atlases and globes to locate countries and describe features studied ▪ use the eight points of a compass to build their knowledge of the United Kingdom and the wider world. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where is Rome? ▪ What areas were part of the Roman Empire? ▪ In what ways have the Romans influenced our lives today? (roads and place names) <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Identify Europe on a map, atlas and globe and recognise it as a continent. ▪ Identify Italy and Rome on a map, atlas, globe. Rome is the capital of Italy. ▪ Name countries within the Roman empire: modern day England, Wales, France, Spain, Portugal, Belgium, Switzerland, Austria, Italy, Hungary, Romanic, Turkey, Greece, Albania, Yugoslavia, Israel, Lebanon, Tunisia and parts of Germany, Morocco, Algeria, Syria and Egypt. <ul style="list-style-type: none"> ▪ Locate on a map where the Romans invaded and the spread of the Roman Empire and draw the invasion routes taken by the Roman’s in their spread of the Roman Empire. ▪ Identify key physical and human characteristics of the places travelled from and to by the Roman’s, and suggest reasons why they were suitable e.g. coastline, cliffs, hills, mountains, rivers, natural resources, trade links etc. ▪ Identify London, St Albans and Colchester (the three largest Roman towns) on a map or atlas. ▪ Identify and locate on maps settlements in Britain, and use sources of information to form an argument as to why the Romans settled in certain places and not others. <ul style="list-style-type: none"> ▪ Consider physical characteristics such as hills, mountains, coastlines and rivers. ▪ Use sources to compare the geographical similarities and differences of London and Rome, and London and Pompeii (volcano). ▪ Britain was divided into two provinces: Britannia Superior (Upper Britain) with its capital being Londinium (London), and the northern named Britannia Inferior (Lower Britain) with its capital being Eboracum (York). <ul style="list-style-type: none"> ▪ Locate on maps or atlases London and York. ▪ Use sources of information to suggest reasons why London and York were named capital cities of the provinces. ▪ The Romans built roads to be able to move soldiers and their belongings around the country (trade links) <ul style="list-style-type: none"> ▪ methods used to build the roads and suggest reasons why some are still visible today. ▪ Identify on maps, roads which are still visible today. ▪ identify Italy, Rome and England on a map (including Ordnance Survey maps) and describe their positions using eight compass points. <ul style="list-style-type: none"> ▪ Recognise and interpret symbols and keys, including the use of Ordnance Survey maps. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ Non-fiction texts ▪ Escape from Pompeii 		<ul style="list-style-type: none"> ▪ St Albans visit OR a visiting company ▪ Sandy council office visit ▪ Artefacts ▪ Clay (for roads) ▪ Atlases, maps, globes. 	

- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps

Year 4	Term: Spring	Unit Title: Weather around the world:How does weather differ around the world?
NC Objectives: Geography		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Locate the world’s countries using maps (including Russia), concentrating on their environmental regions. ▪ identify the position and significance of the 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) ▪ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ Describe and understand key aspects of 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. (intro into trade links, with links to weather and climate) ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ What are different types of weather? ▪ How does the weather affect our lives? ▪ Where are the coldest/hottest countries around the world? ▪ What is a climate and what are climate patterns? ▪ Do different countries have different weather/climates? ▪ What is the water cycle? <p>What is the equator?</p> <p>What are the Northern and Southern Hemisphere?</p> <p>What is a biome?</p> <p>How does the weather affect biomes and vegetation belts?</p> <p>Is the weather linked to natural disasters?</p> <p>What is global warming?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ The world has 7 continents: North America, South America, Africa, Europe, Asia, Australia, Antarctica. ▪ Use maps, atlases and globes, including use of compass points and four-figure grid references, to identify continents and countries and describe the location of countries in the different hemispheres. ▪ The equator is an imaginary circle around the Earth that divides the Earth into two equal parts: The Northern Hemisphere and the Southern Hemisphere. ▪ Identify the Tropics of Cancer and Capricorn on a map and know they are lines of latitude. ▪ The Tropic of Cancer is the most northern latitude and the Tropic of Capricorn is the most southern latitude where the sun can appear directly overhead and that the area between the two is called the tropics. ▪ The Prime Meridian runs through Greenwich in London and divides the world into eastern and western hemispheres and time zones are measured from GMT. ▪ The world needs time zones because the earth spins on an axis. ▪ The process of cloud formation and identify the different types of cloud. ▪ Types of cloud indicate different weather patterns. ▪ The earth’s land is divided into vegetation regions: forest, grassland, tundra, desert and ice sheet, and identify on maps, atlases and aerial photographs. <ul style="list-style-type: none"> ▪ Each region has distinct types of plants, soil and weather patterns. ▪ Use sources to identify, name and describe areas of physical geography in relation to vegetation regions and meridians. ▪ Generate questions about physical geography in relation to vegetation regions and meridians. E.g. Why is it changing? How does climate affect vegetation and land use? ▪ Use sources to answer questions in relation to vegetation regions. ▪ Relate knowledge of vegetation regions to Biomes and terrestrial biomes. ▪ A biome is a naturally occurring community of flora and wild life occupying a major habitat: Aquatic, desert, forest, grassland, and tundra. <ul style="list-style-type: none"> ▪ Climate determines plant growth and it influences the number and variety of other organisms in a terrestrial biome: biomes move as the climate changes. Some plants and animals can only survive in certain climates. ▪ Global warming is the term used to describe the rising of the average temperature on Earth (overall climate on Earth) ▪ Climate is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.

their knowledge of the United Kingdom and the wider world

- 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.

- Countries around the world have different weather and this is affected by: their location, location of large bodies of water, ocean currents, location of mountains and seasonal winds.
- Using knowledge of **vegetation regions**, describe how the **climate** and **vegetation** affects **settlement** and land use, and how trade links and distribution of natural resources are affected, e.g. know that grasslands are important for milk and dairy production.
- Name and describe different types of weather including extreme weathers and disasters: **rain, sun, cloudy, windy, snow, storms, hurricanes, blizzards, wildfires, droughts, mudslides, floods, heatwaves.**

Linked Texts:

- Non-fiction texts
-

Topic specific additional resources, including people and places:

- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps
- <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>
- <https://www.natgeokids.com/uk/>

Year 4	Term: Summer	Unit Title: Our Planet: How have humans changed the environment?
NC Objectives: Geography		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ 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 ▪ Name and locate counties 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 ▪ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (comparison of different countries and cities around the world.) ▪ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (how pollution affects the environment) ▪ Describe and understand key aspects of 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 ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ Use the 8 points of a compass, 4-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, 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>Questions:</p> <ul style="list-style-type: none"> ▪ What do we know about our planet? ▪ Where is Earth? ▪ What is the Earth made up of? ▪ How have humans changed the environment? ▪ What is global warming? ▪ What is air pollution? ▪ Where does pollution come from? ▪ What effect does pollution have on our health, plants, buildings and weather? ▪ How much traffic is there locally? ▪ How can I reduce air pollution? ▪ What is recycling? ▪ What is renewable and non-renewable energy? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ The world has 7 continents and use 4 -figure grid references, the 8 points of a compass, maps, atlases, globes or digital mapping to identify them: North America, South America, Africa, Europe, Asia, Australia, Antarctica. ▪ Use 4 -figure grid references, the 8 points of a compass, maps, atlases, globes or digital mapping to identify counties and cities in the United Kingdom. Suggested cities: London, York, Swansea, Edinburgh, Birmingham, Dublin and Glasgow. Suggested counties: Norfolk, Cornwall, Kent, Carmarthenshire, Cumbria, Dumfries and Galloway, and Down. ▪ Use 4 -figure grid references, the 8 points of a compass, maps, atlases, globes or digital mapping to identify the world’s countries. Choose countries from the following, based on the children’s interests and heritage e.g. Germany, France, Netherlands, China, Ireland, Belgium, Switzerland, Spain, Italy, Hungary, Brazil and Poland ▪ Recognise key characteristics and features of natural and human geography of locations studied, including hills, mountains, coastlines, rivers, harbours, rainforests, glaciers etc. and compare. ▪ Understand and describe the effect humans have on the natural world e.g. pollution, erosion, land-use, deforestation, global warming, settlements, trade links, the distribution of natural resources etc. ▪ Local fieldwork study: <ul style="list-style-type: none"> ▪ Make comparisons of Sandy using old and new maps and suggest ways that human and physical features have changed over time. ▪ Comment on similarities and differences and suggest reasons for these changes. ▪ Understand how to use different resources such as computers to support their work. ▪ Research pollution rates in Sandy: soil, light, traffic and air. ▪ Record observations in various ways. Identify labels, axis, and key features. ▪ Give reasons why some areas of Sandy will produce higher/lower pollution. ▪ Compare to another local area e.g. Bedford, Milton Keynes, Biggleswade.

Linked Texts:

- Non-fiction texts
-

Topic specific additional resources, including people and places:

- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps
- <https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-topics/ks2-the-environment>
- <https://www.bbc.co.uk/bitesize/topics/zshp34j>
- <https://breezometer.com/>
- <https://waqi.info/>
- <https://naei.beis.gov.uk/emissionsapp/>
- <https://darksitefinder.com/map/>
- <https://www.lightpollutionmap.info/>
- <https://air.plumelabs.com/en/>

Year 5	Term: Autumn	Unit Title: What contrast does central American early civilisations have with British history?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> Locate the world's countries using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries. (Location of Mayan Civilisations) Identify the position and significance of latitude, longitude and equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn and Prime/Greenwich Meridian and time zones. 	<p>Questions:</p> <ul style="list-style-type: none"> What do we already know about the Mayan Civilisation and how this impacts key human geographical aspects? Where did the Maya live? Where was the Mayan civilization in comparison to the United Kingdom? What countries can you name and locate in Central America? What are the geographical features of the countries within the Mayan civilisation, including mountains, rivers and capital city? How do geographical and physical features of countries within the Mayan civilisation (modern and Ancient) compare to the geographical and physical features of the United Kingdom? How did the Mayan civilisation spread across The Americas? How and why did the Mayan civilisation expand or change including reference to human and physical features? Which hemisphere do the countries within the Mayan civilisation appear in and how does this impact its climate? How does this compare to the climate of the United Kingdom? How can you describe where the countries within the Mayan civilisation is, referring to latitude and longitude and eight-point grid references, using compass specific vocabulary? 	
<ul style="list-style-type: none"> Understand Geographical and Physical differences through the study of human and physical Geography of a region of the UK and a region in America (Central America). Describe and understand the key aspects of: climate zones, biomes and vegetation belts, rivers, mountains. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Where to locate ancient Mayan civilisations on a world map and how the area has changed since this time. <ul style="list-style-type: none"> The Mayan civilisations continuously inhabited the lands comprising modern-day Yucatan, Quintana Roo, Campeche, Tabasco, and Chiapas in Mexico and southward through Guatemala, Belize, El Salvador and Honduras and locate on a map, atlas and digital/computer mapping. Describe proximities and locations of Mayan ruins and cities using eight-point compass reference and latitude and longitude. The time differences between UK and Central America time zones. <ul style="list-style-type: none"> The UK uses the Prime/Greenwich Meridian time zone and Central America uses Central Standard time and Eastern Standard time. Compare and work out times in Central American countries and the UK using time zones (Maths focus) The features of a river and their functions. <ul style="list-style-type: none"> Rivers can typically be divided into three sections: upper course, the middle course and the lower course and their features. The climate zone in Central America and compare with the UK climate zone. <ul style="list-style-type: none"> The Earth has three main climate zones: tropical, temperate and polar and their properties. Central America has a tropical climate. Similarities and differences between biomes and climate zones. <ul style="list-style-type: none"> Both biomes and climate zones are influenced by temperature and precipitation (rainfall.) A climate zone is mainly agreed by temperature and precipitation. Biomes are categorised by the vegetation within them. Significant mountain ranges in America and label the features of a mountain. <ul style="list-style-type: none"> The three major mountain ranges in America: The Rocky Mountains, The Sierra Nevada and The Appalachian Mountains and use atlases, maps, digital mapping and aerial photographs to locate these mountain ranges. Use geographical language, such as compass points and grid references, to explain and describe their locations. 	

- Use eight points of the compass specific to eight-point grid references.
- Know the vocabulary: **summit, valley, peak, slope, ridge** and **base** and their meanings and identify and label these features of a mountain.
- Establish exports made from **Central America** to trade with the rest of the world (chocolate.)

Linked Texts:

- The Chocolate Tree: A Mayan Folktale by Linda Lowery
- The Hero Twins: Against the Lords of Death (A Mayan Myth) by Dan Jolley and David Witt
- The Rain Player by David Wisniewski
- The History Detective Investigates: Mayan Civilization by Clare Hibbert

Topic specific additional resources, including people and places:

- Non-Fiction texts
- Images Mayan ruins (including file from Mrs Day on k-drive)
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth

Year 5	Term: 2	Unit Title: Anglo Saxons and Vikings geographical links.
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties 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 ▪ identify the position and significance of the Northern Hemisphere. ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom ▪ describe and understand climate zones, rivers, mountains and coasts. ▪ describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where did the Anglo Saxons and Vikings come from? ▪ What areas of Britain did the Anglo Saxons settle in? ▪ What areas of Britain did the Vikings settle in? ▪ Why did the Anglo Saxons and Vikings settle in these places? - key geographical and topographical features (including hills, mountains, coasts and rivers.) ▪ What did they do for jobs? ▪ How did they use the land? ▪ What hemisphere did they come from and settle in? ▪ Who did they trade with? ▪ What foods did they eat?
		<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Use maps, atlases and digital mapping to locate the key countries in Europe that the Anglo Saxons and Vikings travelled from to Britain. <ul style="list-style-type: none"> ▪ Germany, The Netherlands and Denmark ▪ Denmark, Norway and Sweden ▪ Know that these countries are part of the continent of Europe. ▪ Identify the key places in Britain at the time of the Anglo Saxons on maps and atlases <ul style="list-style-type: none"> ▪ Jutes settled mainly in Kent ▪ Angles settled in East Anglia ▪ Saxons settled in areas of Wessex, Sussex, Essex and Middlesex. ▪ Know they settled in England ▪ Identify the key places in the Britain at the time of the Vikings on maps and atlases <ul style="list-style-type: none"> ▪ Islands off the coast of Scotland – Shetland, Orkney and The Hebrides; north and north west coast of Scotland; parts of Ireland, including Dublin; The Isle of Man; areas of Wales; Northumbria (modern Yorkshire); East Anglia; Leicester, Nottingham, Derby, Stamford and Lincoln. ▪ Label the key places of settlement for the Anglo Saxons and Vikings on a map particularly different kingdoms – Mercia, Wessex and Northumbria and Danelaw. ▪ Identify Russia on a map, atlas or digital mapping and know that some Vikings settled in areas of Russia. ▪ The places and countries are all in the Northern hemisphere. ▪ Introduce or investigate vocabulary such as settlement, migration, invasion, conquest, raiding, archaeology and evidence. ▪ Identify the key physical features around Anglo Saxon and Viking settlements, including rivers and climate zones. ▪ Understand reasons why these places were chosen to settle in. – Food, trade, resources – wood, animals, water and minerals. ▪ The names of places in the United Kingdom which have links to the Anglo Saxons and Vikings-Bedford, Stafford, Hereford, Greenwich, Luton.

countries and describe features studied.

- Some place names in Britain are made up of Viking words and help us to identify where they settled, and identify on a map, atlas or digital mapping.
 - Place names ending in –by (meaning farm or homestead (village.)) E.g. Derby and Whitby
 - Place names ending in –thorpe, -thorp, -throp or trop (meaning farm.) E.g. Scunthorpe
 - Place names ending in –toft or tofts (meaning house or land.) E.g. Lowestoft
- Some place names in Britain are made up of Saxon words and help us to identify where they settled and which tribes settled where. Identify on a map, atlas or digital mapping.
 - Place names ending in –by (meaning farm or homestead (village.)) E.g. Derby and Whitby
 - First anglo-saxon villages were often named after the Chieftain which often included ‘ing’ or ‘folk’ in then names. E.g. those living in the village of Hastings were ‘Haesta’s people’.
 - Later Anglo-Saxon villages were named after a feature in their surroundings
 - Barrow = wood
 - Bury = fortified place
 - Ford = shallow river crossing
 - Ham = village
 - Leigh/lee/ley = forest clearing
 - Ney = island
 - Port = market town

Linked Texts:

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Topic specific additional resources, including people and places:

- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps
- Non-fiction texts
- The seven **kingdoms were** Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.
- BBC link- <http://www.bbc.com/culture/story/20160309-why-does-britain-have-such-bizarre-place-names>

Year 5	Term: 2	Unit Title: Anglo Saxons and Vikings geographical links.	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) ▪ North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties 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 ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. ▪ Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom ▪ 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 ▪ Describe and understand key aspects of physical geography: ▪ Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ Where did the Anglo Saxons and Vikings come from? ▪ What areas of Britain did the Anglo Saxons settle in? ▪ What areas of Britain did the Vikings settle in? ▪ Why did the Anglo Saxons and Vikings settle in these places?- key geographical key topographical features (including hills, mountains, coasts and rivers), ▪ What did they do for jobs? ▪ How did they use the land? ▪ What hemisphere did they come from and settle in? ▪ Who did they trade with? ▪ What foods did they eat? 	
<p>Linked Texts:</p> <ul style="list-style-type: none"> ▪ ▪ 		<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Use maps and atlases to locate the key countries in Europe that the Anglo Saxons and Vikings travelled from to Britain. ▪ Know that these countries are part of the continent of Europe. ▪ Locate them on a map or in an atlas. ▪ Identify the key places in the Britain at the time of the Anglo Saxons and Vikings and location. ▪ Label the key places of settlement for the Anglo Saxons and Vikings on a map particularly different kingdoms – Mercia, Wessex and Northumbria and Danelaw. ▪ Know that the places and countries are all in the northern hemisphere. ▪ Introduce or investigate vocabulary such as settlement, migration, invasion, conquest, raiding, archaeology and evidence. ▪ Know and identify the key physical features around Anglo Saxon and Viking settlements. ▪ Understand reasons why these places were chosen to settle in. – Food, trade, resources – wood, animals, water and minerals. ▪ Know the physical and natural features of the settlements – rivers, mountains, coasts. ▪ Know the names of places in the United Kingdom which have links to the Anglo Saxons and Vikings-Bedford, Stafford, Hereford, Greenwich, Luton. <p>Topic specific additional resources, including people and places:</p> <ul style="list-style-type: none"> ▪ Atlases, maps, globes. ▪ The seven kingdoms were Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex. ▪ BBC link- http://www.bbc.com/culture/story/20160309-why-does-britain-have-such-bizarre-place-names 	

Year 6	Term: Spring	Unit Title: WW2: What were the geographical reasons for it being referred to as a world war?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (UK, Germany, Italy, France and Russia) ▪ name and locate counties 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 ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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) ▪ 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>Questions:</p> <ul style="list-style-type: none"> ▪ Where is Europe on a map/ atlas? ▪ Which counties are in Europe? ▪ Have the countries in Europe changed since WW2? How? ▪ Are we part of Europe today? ▪ What is the difference between Europe and the European Union? ▪ What countries were involved in the war? ▪ Where are these countries located on the map? ▪ For what geographical reasons were these countries involved in the war? 	<ul style="list-style-type: none"> ▪ Which countries were invaded or occupied by their enemy? ▪ How did the European map change throughout the war? ▪ Where were children evacuated from and to? What are the geographical differences between these places? ▪ Where were the Allies and Axis Powers in WW2? ▪ How was Britain used by the USA during the war? ▪ What was the difference in impact between bordering countries and non-bordering countries (e.g. islands)? ▪ Where are the locations of the main events during WW2 on a world map? (Dunkirk, The Battle of Britain, The German Invasion of Russia, The bombing of Pearl Harbour, The Dambusters Raid and The Normandy Landing)
		<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Which significant countries to WW2 are within Europe and where they are located on a world map and a map of Europe. <ul style="list-style-type: none"> ▪ Know which sources to refer to when locating countries in Europe (UK, France, Germany, Italy, Russia and Poland.) ▪ Know how to use an Atlas, map, globe and digital/computer mapping to locate countries and continents. ▪ Know how to read grid references on a map, including when referring to an index. ▪ Know where to look and find the capital cities of the above countries. ▪ Compare the position of the above countries, referring to Northern and Southern hemispheres. ▪ Compare the times zones of the above countries. ▪ Which of these countries played a part in the war and to what scale. ▪ Which non-European countries across the world were involved in the war and where they are located (North America, Africa and Japan etc.) ▪ Understand the geographical reasons for it being referred to as a World War. ▪ Describe the locations of these different countries using eight-point compass references (N, S, E, W, NE, SW, SE, NW). ▪ Describe the locations of these different countries using latitude and longitude references. ▪ Bordering countries and islands and the difference this made during the war. ▪ Which countries are in the UK and where they are located. ▪ Give geographical reasons for why some locations of the UK were considered safer and used for evacuation. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ Variety of books from library ▪ Non-fiction books linked to unit: <ul style="list-style-type: none"> ▪ The story of the second world war by Peter Crisp ▪ See inside the second world war by Rob Lloyd Jones 		<ul style="list-style-type: none"> ▪ BBC learning zone video clips ▪ Twinkl unit of work ▪ https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/ Subscription needed. 	

GEOGRAPHY LONG TERM PLAN

- Remember World War 2: Kids who survived to tell their stories by Darinda Makanaonalani Nicholson
 - The Second World War (Usborne History of Britain by Henry Brook
 - Horrible Histories Woeful Second World War
 - Journeys: Children of the holocaust tell their stories introduced by Stephen S. Smith
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-children-of-ww2/zm7wpg8>
 - <http://www.primaryresources.co.uk/history/history1.htm>
 - <https://www.theschoolrun.com/homework-help/world-war-2>
 - <http://primaryhomeworkhelp.co.uk/Britain.html>
 - <https://www.dkfindout.com/uk/history/world-war-ii/>
 - Atlases, maps, globes.
 - <https://digimapforschools.edina.ac.uk/>
 - Google maps
 - Google earth
 - OS maps

Year 6	Term: Summer	Unit Title: Global Trade and Economy
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ 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 ▪ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ describe and understand key aspects of: 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 ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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>Questions:</p> <ul style="list-style-type: none"> ▪ What is trading? ▪ What is the difference between imports and exports? ▪ Why do countries need to import goods? ▪ What goods are exported from the UK? ▪ What goods are imported to the UK? ▪ Which countries does the UK export goods to? ▪ Which countries does the UK import goods from? ▪ Where are these countries located on maps and atlases? ▪ Where is El Salvador on a world map? ▪ What goods are exported from El Salvador to the UK? ▪ What is the climate and landscape of El Salvador like? How does this compare to the UK? ▪ What issues do people that live in El Salvador face? ▪ What does fair trade mean? ▪ Which products are fairly traded? ▪ Why is fair trade important? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ That trade is the transportation of goods between countries globally. ▪ Explain the UK's trade links with other countries (choose from the following, based on the children's interests and heritage: US, Germany, France, Netherlands, China, Ireland, Belgium, Switzerland, Spain, Italy, Hong Kong, UAE, Japan, Singapore and Poland.) ▪ Import means goods that are bought into the country. ▪ Export means goods that are taken out of the country to other countries. ▪ How to produce a key to show import and export links with the UK. ▪ Use maps and digital mapping to show the UK's trade links with other countries. ▪ examples of goods that the UK imports and exports and why. ▪ Understand and describe that countries need to import/export goods due to what the country has the ability to produce, based on their climate, biome and vegetation. ▪ Locate the countries on a variety of maps and atlas. ▪ Locate El Salvador on a map and use eight points of a compass to describe its location in comparison to the UK. ▪ Explain trade links between El Salvador and the UK. ▪ Define fair trade. ▪ Explain the importance of fair trade globally, the impact it has and the implications faced by various countries. ▪ Define and explain globalisation. <p>Additional Questions:</p> <ul style="list-style-type: none"> ▪ What is the fair trade process for a product? ▪ How can goods be the product of more than one country? ▪ What does globalisation mean? ▪ What is a global supply chain? Give an example. ▪ What are the positive and negative effects of multinational companies on local trade? ▪ How does trade take place today? ▪ What are the similarities and differences between trading today and different periods in history? ▪ Which global issues have recently impacted this? (Brexit and Covid-19 pandemic) ▪ How did trade take place in Tudor and Victorian times? ▪ What trade does Bedfordshire offer and how does this impact the global economy? ▪ How has trade changed over time in Bedfordshire? ▪ How has infrastructure changed the way Bedfordshire trades goods?

- Define and explain the **global supply chain**.
- Explain how **trading** has changed through history giving examples in historical contexts.
- Through research, explore what **trade Bedfordshire** contributes to the **economy** and what products are farmed.
- Record and present research, linked to English LTP.

Linked Texts:

- Variety of books from library
- 'Fair Trade (Explore!)' by Jill Powell (explains the history of fair trade and explores some of the products available.)
- Juliana's Bananas: Where Do Your Bananas Come From? (Is That Fair)' by Ruth Walton (combines narrative and information texts to tell the process of shipping bananas to the UK)

Topic specific additional resources, including people and places:

- BBC learning zone video clips
- Twinkl unit of work
- <https://www.oxfam.org.uk/education/resources/explore-fairtrade/>
- <https://schools.fairtrade.org.uk/>
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps