

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

Geography Long Term Plan

We learn geography to understand our physical world, how it changes and affects us, including the living things within it.

* Locational knowledge
* Place knowledge
* Human and physical knowledge
* Geographical skills and fieldwork

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| KS1 – Cycle A | Autumn | Spring | Summer |
| Geography POS | ***Human geography:*** *Types of settlement and land use, economic activity including links and the distribution of natural resources including energy, food, minerals and water.*  ***Physical geography:*** *Understanding climate zones, biomes and vegetation belts.*  *Compare Use to countries from the Southern Hemisphere.*  *Geographical skills and fieldwork – use maps, atlases, globes and digital / computer mapping to locate countries and describe features studies.*  *Use fieldwork to observe, measure and record.*  *Use the 8 points of the compass, 4 and 6 figured reference grids.* | ***Human geography:*** *Types of settlement and land use, economic activity including links and the distribution of natural resources including energy, food, minerals and water.*  ***Physical geography:*** *Understanding climate zones, biomes and vegetation belts.*  *Compare Use to countries from the Southern Hemisphere.*  *Geographical skills and fieldwork – use maps, atlases, globes and digital / computer mapping to locate countries and describe features studies.*  *Use fieldwork to observe, measure and record.*  *Use the 8 points of the compass, 4 and 6 figured reference grids.* | ***Human geography:*** *Types of settlement and land use, economic activity including links and the distribution of natural resources including energy, food, minerals and water.*  ***Physical geography:*** *Understanding climate zones, biomes and vegetation belts.*  *Compare Use to countries from the Southern Hemisphere.*  *Geographical skills and fieldwork – use maps, atlases, globes and digital / computer mapping to locate countries and describe features studies.*  *Use fieldwork to observe, measure and record.*  *Use the 8 points of the compass, 4 and 6 figured reference grids.* |
| Key objectives | Y1/Y2 | Y1/Y2 | Y1/Y2 |
| Topic name | What happens to the letters we post? | Would you rather live in Kenya or Welbourn? | What types of animals live in the jungle?  (Science/Geography combined topic) |
| Concepts | Physical geography (bodies of water)  Boundaries and cartography (continents/nations, maps/atlases, localities, symbols)  Settlement and movement (population, rural, urban, transport, community)  Climate and change (weather) | Physical geography (biomes, topography)  Boundaries and cartography (continents/nations, maps/atlases, localities, symbols)  Resources and interdependence (infrastructure)  Settlement and movement (population, rural, urban, community)  Climate and change (weather, climate zones) | Physical geography (biomes)  Boundaries and cartography (continents/nations, maps/atlases)  Climate and change (weather, climate zones, adaptation, climate change, sustainability, pollution) |
| Locational / place | To know that we live in the UK  To know the names of the four countries that make up the UK and name the three main seas that surround the UK | Know features of hot and cold places in the world  To know where Africa is on a map.  To know that Kenya is in Africa. | Know features of hot and cold places in the world  To know where jungles are located |
| Human | Use aerial photographs to recognise landmarks and basic human features  Describe how features may change throughout a journey.  Begin to know simple features of the countries of the UK.  Begin to know the differences between town and country locations.  Use a range of maps (world, country, street  maps, aerial views and plans) to locate places and landmarks.  To know the types of jobs people do in our local area. | To know the main differences between city, town and village  To know about similarities and differences in relation to places  Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. | To know the differences between the jungle and Welbourn.  To look at aerial photographs of a jungle.  To know about similarities and differences in relation to places. |
| Physical | To use aerial photographs to recognise landmarks and basic physical features  To observe what Welbourn is like.  To explore features in Welbourn. | To know about the features of their own immediate environment and how environments might vary from one to another (How Kenya differs from Welbourn)  To know which is the hottest and coldest season in the UK  To know and recognise main weather symbols  To know that the weather in Kenya is different from the weather in Welbourn.  To know the different landscapes between Kenya and Welbourn. | To know what the climate is like in the jungle  To know what animals are found in the jungle  To know what the landscape is like in the jungle.  To know that animals need different habitats. |
| Geographical | To recognise the UK on a map or atlas  To know how to use a map.  To describe where things are on a map.  To plot a simple route on a map. | Know where the equator, North Pole and South Pole are on a globe  Know which is N, E, S and W on a compass  Know their address, including postcode | To plot jungles on a map.  To draw a map of a jungle  Describe the features of a jungle using N,S,E,W |
| Key vocabulary | sea,  city  house  port  shop  post office  letterbox  stamp  journey  pond | beach  cliff  coast  forest  hill  mountain  ocean  river  soil  valley  season  weather  town  village  factory  farm  office  harbour | vegetation  jungle  overgrown  tangled  tall  sunlight  floor  warm  wet  tiger  rumble  forest  equator  mangroves  rainforest  environment  habitat  suitable |