

Geography Long-Term Plan

KS1- Cycle A			
Term	Topic	Geography unit	Rationale
Aut	London	<p><u>Countries and capital cities of the United Kingdom</u> Locational knowledge</p> <ul style="list-style-type: none"> ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ● Fieldwork idea - walk around school grounds and into Needham Market identifying buildings etc 	<p>Logical to know the names of the four countries, capitals and bodies of water that make up the UK as the children focus on the UK capital. Introduction of some core and key vocabulary for Geography understanding. Will give them some familiarity of where they live and identify themselves as a UK resident. Links to History and features of London are a direct legacy of its History.</p>
Spr	Explorers	<p><u>Continents and oceans</u> Locational knowledge</p> <ul style="list-style-type: none"> ● name and locate the world's seven continents and five oceans ● Fieldwork ideas - Digimaps and atlases, bringing the world into the classroom 	<p>This next unit, 'zooming out', the children begin to expand their understanding and ideas of location and place in the UK to around the world. It compliments the topic by giving locational and historical context to the Explorers they study.</p>
Sum 1	Bury St Edmunds	History taught in place of Geography in this half term.	
Sum 2	Nature Detectives	<p><u>Study fieldwork and map skills.</u> Pupils should be taught to:</p> <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, 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 features; devise a simple map; and use and construct basic symbols in a key ● 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. ● Fieldwork ideas. Along the causeway into meadow. What can we see/plot/draw 	<p>This unit helps the children to really 'think' Geographically. Whilst the Topic focuses on the school area, we will think about local features as well as features in a wider range of places, expanding out from Needham to the world using relevant locational language. There is a strong focus on Map skills and builds on knowledge from previous topics and lays the foundations for use in later phases, which supports the use of Maps across other subject areas.</p>

Cycle B			
Term	Topic	Geography unit	Rationale
Aut	Animal Antics	<p><u>Study human and physical geography of a small area of the United Kingdom, and of a contrasting non-european country (London and Nairobi).</u> Place knowledge</p> <ul style="list-style-type: none"> 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 Fieldwork idea - walk around school grounds and into Needham Market identifying buildings etc 	<p>The London element builds on knowledge from Cycle A and a chance to revise. Nairobi has been chosen due to its similar size, and clearly contrasts with London, allowing children to think about the similarities and differences. Nairobi also adds context to the animal topic where children learn about animals of the savannah. It builds on the understanding of human and physical features introduced in the Nature Detectives topic.</p>
Spr	An Island Home	<p><u>Study hot and cold locations</u> Human and physical geography</p> <ul style="list-style-type: none"> 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 Fieldwork idea - weather in the school locality 	<p>In this unit pupils make a study of the Isle of Coll (Inner Hebrides) and St Lucia (Caribbean). Whilst they are learning about weather patterns around the world there is a focus on hot and cold areas which the two islands lend themselves to. It builds on prior knowledge of the world, including continents and oceans, and introduces the poles and equator. It also lays a foundation for learning about climate and biomes in KS2. This Geography lays foundations for Living Things and their Habitats in the summer term topics of Nature Detectives and Needham Market.</p>
Sum 1	Seaside Holidays	<p>History taught in place of Geography in this half term. (Geography fieldwork - what can we find at the seaside that compares to Needham Market)</p>	
Sum 2	Needham Market	<p><u>Study human and physical geography in the local area</u> Pupil should be taught to:</p> <ul style="list-style-type: none"> 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 features; devise a simple map; and use and construct basic symbols in a key 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 	<p>Builds on and expands on field work and maps skills in Nature Detectives zooming out into the locality. It is another opportunity within KS1 to learn about a sense of place and their identity in a local context.</p>

Cycle A			
Term	Topic	Geography unit	Rationale
Aut	Stone Age to Iron Age	<p><u>Study counties and regions of the United Kingdom</u> Locational knowledge</p> <ul style="list-style-type: none"> 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 Walk to Lake and Camping Land- where would you site a settlement? 	<p>As the first topic in the cycle, it makes sense to start locally before zooming out across the UK and the world. This builds on the progression from the KS1 but develops their understanding of counties and regions. It also allows them to use their knowledge of human and physical characteristics. The learning of land use patterns and changes over time paves the way for these concepts in UKS2. The Geography taught here helps give context learnt in the Stone Age to Iron Age History.</p>
Spr	Memorable Monarchs	<p><u>Study Water Cycle</u> Human and physical geography - describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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. Fieldwork ideas - Digimaps and mapping skills 	<p>This pairs well with the parallel Science unit 'States of Matter' where children can consolidate their understanding of terms such as 'condensation' and 'evaporation'. It is also a very pertinent introduction to the next Geography unit, 'Rivers', which requires an understanding of the Water cycle. It also builds further on the knowledge and understanding of Weather learnt in KS1. LKS2 children also have the first opportunity to look at different types of mapping skills, such as Digital Mapping.</p>
Sum	Ancient Egypt	<p><u>Study Rivers</u> Human and physical geography - describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Fieldwork – Look at local area and River Gipping 	<p>Sequential learning follows on from the 'Water Cycle' in the previous term. This unit also allows a case study of the River Nile, which compliments the History, and supports an understanding of the importance of the River Nile to the Ancient Egyptians. It helps the understanding of the importance of rivers in human expansion and trade, which prepares children for Geography learning in the 'Framed' and 'Victorian' topics in UKS2. This unit allows a brief case study of the River Gipping's importance in the region and develops the children's sense of local identity.</p>

Cycle B			
Term	Topic	Geography unit	Rationale
Aut	Violent Earth	<p><u>Study Physical processes: earthquakes, mountains and volcanoes</u> Human and physical geography - describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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>Building on KS1 and LKS2 Cycle A learning, this topic sits well here and provides a more in-depth look at aspects of Physical Geography and its impact on Human Geography. It sits perfectly alongside the Science Unit on 'Rocks and Soils' which provides the basis for understanding the Geology of the Earth. In learning about The Romans in History, it allows a Case Study of Mount Vesuvius and Pompeii. It either introduces, or builds on, Digital Mapping experiences in LKS2 .</p>
Spr	Invent	<p><u>Study latitude and longitude</u> Locational knowledge</p> <ul style="list-style-type: none"> 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) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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. Traffic and building use surveys of Needham Market (Maths lessons) 	<p>This Unit builds on the World and map knowledge and skills taught previously in 'An Island Home', 'Nature Detectives' and 'Explorers' in KS1 and supports learning in UKS2 in 'Ancient Greeks' and 'Amazing Amazons'. As the innate Geographical learning does not lend itself to any other Topics it makes sense and is practical to place it here, as it builds on previous learning and prepares for later learning in UKS2.</p>

Sum	Anglo Saxons	<p><u>Study KS2 Fieldwork and Map Skills</u> Human and physical geography – describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass (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 <ul style="list-style-type: none"> • Link to West Stow trip 	<p>Building on all the previous Field work and map skills, and preparing for study later on, it also provides the opportunity for further local study linked to the History Unit to interpret maps and features of West Stow and Sutton Hoo. This unit explicitly makes the link between physical geography and its impact on human geography and does this through the settlement of the Anglo Saxons.</p> <p>Cross curricular- PE - Orienteering</p>
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UKS2

Cycle A			
Term	Topic	Geography unit	Rationale
Aut	Framed	<p><u>Study human geography – economic, settlement and trade links</u> Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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. Fieldwork - North Wales/Suffolk comparison 	<p>The economic and trade links fit perfectly with the Framed theme of rural mining village and the transition between rural and urban communities. It lends itself to a case study of Blanneau Ffestiniog, the Welsh village, and a comparison with Needham Market, linking to the Historical aspect of changes over time. The comparative study of Needham Market gives the opportunity to build on the field work and map skills from previous phases.</p> <p>As the learning moves into the Victorians, it gives further study of the transition between rural and urban communities and the human, health and economic impacts of Industrialization. Whilst not in the curriculum, this gives an opportunity to look at Environmental effects locally and internationally. This links with the Science unit of Evolution and Inheritance and the effect of industrialization. Therefore, the children look at the long term impact of modern life from then to the present day.</p>
Spr	Victorians		
Sum	Wherefore art thou (Shakespeare)	<p><u>Study and compare places: region in the UK, Europe and North America.</u> Pupils should learn about places</p> <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 <p>Focus on settings of Shakespeare plays: Scottish Highlands (Macbeth), Sicily (A Winter's Tale) or Veneto (Romeo and Juliet) and potential central American island e.g. Haiti to represent an interpretation of the island from The Tempest. (All have similar land area size).</p>	<p>This unit links directly to the Shakespearean plays and therefore the children will have a background geographical of the settings. The Scottish Highlands link back to their learning on the Isle of Coll in KS1, Sicily/Venetto links to their knowledge on Pompeii in LKS2 and Haiti links to St Lucia in KS1. The three areas lend themselves to allowing the children to apply all their learning on Human and Physical Geography such as land types/uses, economics, climate, tourism etc to learn about similarities and differences.</p>

Fieldwork - Orienteering in grounds and around The Lake
Comparisons of areas

Cycle B			
Term	Topic	Geography unit	Rationale
Aut	Ancient Greeks	<p><u>Environmental Geography</u></p> <p>Study location of countries of the world, including biomes - Vocabulary module</p> <p>Fieldwork - environmental impact locally (rubbish/bin/locations etc) including observations around Needham</p>	<p>This third strand of Geography(whilst not in the National Curriculum) will allow for a Case Study of the effects of humans on The Mediterranean/The Suez/Tourism(?).</p> <p>The vocabulary module allows for the pre-teaching of key vocabulary and understanding before the Amazing Amazon.</p>
Spr	Amazing Amazon	<p><u>Study location of countries of the world, including biomes</u></p> <p>Locational knowledge</p> <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 <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>As the Amazon is such a vast environmental region of South America and has a global impact, it gives the opportunity in UKS2 to use it as a Case Study applying their Geographical learning so far and allowing the application of this knowledge across this unit. It will be further expanded as they compare Geographical knowledge about several regions across the world. It has quite complex themes, hence why it has been placed at this stage in the children's learning.</p> <p>Visitor - Ross Piper (Scientist)</p>

		<ul style="list-style-type: none"> • 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. • Fieldwork idea - Explore what survives in local Biome and compare to Amazon 	
Sum	World War 2 local study	<p><u>Study KS2 Map skills</u></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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. • Fieldwork How has Needham Market changed since WW2? 	<p>Maps form a big part of the Historical themes in this unit so it lends itself to developing mapping skills so that these can be applied in a cross curricular way and help to build a sense of identity nationally and locally.</p> <p>Cross curricular- PE - Orienteering</p>