

Geography at Mount Primary

Long Term Plan

Key Concepts

- **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

- **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques.

Topics

Year	Topic	Overview	Rationale
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EYFS	<p>UTW People and Communities The Natural World</p> <p>Ourselves</p> <p>Celebrations</p>	<ul style="list-style-type: none"> · Know that there are different countries in the world and talk about the differences they have experienced and seen in photos. – holiday photo discussion, links to texts, opportunities for children to view globe, world maps and atlases in provision. · Draw information from a simple map– story map walk to outdoor area/church visit. · Recognises some similarities and differences between life in this country and other countries. · Recognise some environments that are different to the one in which they live. – Compare other countries and UK from links to stories/illustrations. Basic links hot and cold climates, animals etc. · Explore the natural world around them. Describe what they see, hear and feel while outside. · Understand the effect of the changing seasons on the natural world around them. – Outdoor learning, FS, Seasons walks. Links to texts Snowy Day and Tree etc <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. – Story mapping outside features.</p>	<p>Opportunities for discussion and vocabulary development with familiar items- holiday photos familiar texts.</p> <p>Encourage interest in world around them with maps, atlases and globes in provision for self-directed investigation.</p> <p>Story mapping used as a basic introduction to formal mapping in Y1.</p> <p>Cross curricular links with lit, art, science through books focusing on other countries, animal habitats and natural features.</p> <p>Introduction to outdoor learning and forest school to provide interest in immediate environment.</p>
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	<p>Our Community</p> <p>Traditional Tales</p>	<p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. – Seasons walks Forest School</p> <p>Draw information from a simple map. – Story map route to school. Look at Google maps pictures of school and see if we can identify features from above. Simple orienteering/treasure hunt activity</p>	<p>Building upon previous links to immediate environment and natural features through recording – observational drawings. Links to art and science.</p> <p>Links to literacy texts –countries/environments through stories and illustrations. Offer experiences of different maps, atlases, globes etc. in preparation for Y1.</p>
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	<p>Growing Transition</p>	<p>· Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Look at UK and other countries on simple maps –diff colours, climate, landscape features, culture, animals etc – Links to UW and literacy texts.</p>	<p>Build on previous knowledge of other countries in the world through stories and nonfiction texts.</p> <p>Further opportunities for specific vocabulary development.</p> <p>Links to UW and literacy texts, art and science.</p>
Year 1	Local Geography - School	<p>Understand and use directional language in a familiar context</p> <p>Know physical and human features of familiar environment</p> <p>Introduction to aerial photographs and maps and their uses</p> <p>Know that a route is the way we take from one place to another – such as how we get from home to school.</p> <p>Know the features of the world around them – e.g. school grounds, their house, route to school, nearby local features - beach, lighthouse, parks.</p>	<p>Begin with new geographical context in a familiar area - school grounds</p> <p>Link to seasonal changes in science - explore through continuous provision - develop throughout the year</p>

		Understand the differences between seasons and changes in the weather	
	The UK	<p>Know that pictorial representations of our environment and routes are maps.</p> <p>Know that maps are usually an aerial view.</p> <p>Know that an aerial view is looking down on something.</p> <p>Identify UK on a map and globe and name the 4 countries.</p> <p>Know the difference between towns, cities and countryside and their human and physical features.</p> <p>Know the capital cities in the UK and the surrounding seas.</p>	<p>Build on knowledge of human & physical features</p> <p>Link to local areas e.g. City - Liverpool, Town - Wallasey, Countryside - Thurstaston and visit if possible</p> <p>Names of countries, capitals and seas will be taught throughout the year to consolidate learning - link to weather maps.</p>
Year 2	Local Geography – New Brighton	<p>Know that the local environment means the things that are around us.</p> <p>Know where New Brighton is on a map and globe</p> <p>Know how to create a simple map of the park; label - playground, woods, field, library, path and distinguish between human and physical features</p> <p>Understand and use N, S, E and W to describe a route</p>	<p>Focus in on New Brighton, consolidating Y1 knowledge of UK to describe.</p> <p>Build on Y1 knowledge of maps to create their own during field work in local area</p> <p>Link to Bee Bots in computing</p>
	World geography – continents, oceans, north & south poles, equator	<p>Name and locate continents: Europe, Africa, North America, South America, Asia, Antarctica, Australasia and Oceania.</p> <p>Name and locate oceans: Pacific, Atlantic, Indian, Southern and Arctic.</p> <p>Locate the equator, north pole and south pole.</p> <p>Know that places near the equator are hot and places near the north and south pole are cold.</p> <p>Know there are differences in different environments</p>	<p>Build on UK knowledge from Y1.</p> <p>Use animals to help explore the different continents and to give the context and relevance e.g. Polar Bear from Arctic and how they are adapted to live there.</p>

	Local & World Comparative Study – New Brighton & Beijing	Apply knowledge of continents and oceans. Contrast the city of Pune in India with New Brighton, including the physical and human features	Contrasting location with built on river Recap on locational and directional knowledge from Y1 and 2 Further application of physical and human features
Year 3/4A	UK – settlements, human & physical characteristics	Understand what a settlement is and the different features of villages, towns, cities, counties, regions Use geographical language to describe where New Brighton sits in the UK and the surrounding regions and cities Use ordnance Survey maps of local area and 4 figure grid references to locate features on a map	Consolidation of locational knowledge Look at significance of travel links - Y2 history Discuss why New Brighton would be a good place to settle - engage with local estate agents Builds on mapping skills in Y1&2
	Roman empire & trade links, volcanoes, earthquakes	Locate Italy, Rome and Pompeii using the locational knowledge previously learned. Further application and atlas work, locating the countries in the Roman Empire, physical features and Roman cities in the UK. Know the natural resources from the UK that were traded with Rome and what vice versa. Know about volcanoes and earthquakes and the significance of Pompeii.	Application of locational knowledge and map/atlas work Link to history topic - Romans
Year 3/4B	Rivers	Understand the features of a river using topographical language Understand the significance of rivers on settlements - farming, trade, tourism Understand the water cycle	Relate to local area - fieldwork Links to Y5/6 History - New Brighton and Y1/2 transport units Links to Y3/4 cycle B science - put into context of water cycle and rivers
	Europe	Name the 3 main climate zones and their physical characteristics Name and locate key European cities, landmarks, mountain ranges	Application and extension of locational knowledge Build on OS map skills

		Understand the features of mountains and compare a mountain range in the Uk with Europe Use 4 figure grid references and understand the symbols of OS maps	
	European comparative study – Iberian peninsular	Name and locate the region of Iberian Peninsula - Spain, Portugal and Andorra. Understand the climate and the impact of climate change Identify key physical and human features of the area and use maps to locate.	Link with Wirral Peninsula Eco link - climate change Location knowledge applied and built upon
Year 5/6A	Local Geography – Birkenhead Park	Use 6 figure grid references on OS maps of local park Understand the significance of the park and its location Apply a range of fieldwork skills	Local link with many human features to look at land use and mapping. Compare to Central Park in New York unit
	A North American Study – New York State	Name and Locate North America with a focus on New York State, New York City and Central Park. Use geographical knowledge of latitude and longitude, time zones. Compare and contrast the human and physical features of Birkenhead Park and Central Park	Link to Birkenhead Park unit Application of geographical vocabulary
Year 5/6B	Settlement and land use in Middle East - Iraq	Explore the Middle East on a map and identify Iraq and Baghdad, including its human features. Understand the importance of the rivers in the area and the impact they have on humans in history and today Understand trade links from Baghdad and the rest of the world and their importance.	Link to history topic and will give greater understanding of region Revise and build on knowledge of rivers in Y3/4
	Compare Uk to Brazil	Name and locate Brazil and its main cities, rivers and landmarks. Use geographical terms to explore the area including climate zones and biomes.	Use aerial photos and maps to build on prior knowledge Eco link Application of and extension of geographical knowledge

		Learn about the Amazon rainforest and its significance to environmental issues	
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