Geography Long Term Plan KS1 & KS2

KS1 Geographical vocabulary and skills	Geography Vocabulary: 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 ● Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Geographical skills: Use simple compass directions (North, South, East & West) and locational and directional language to describe the location of features & routes on a map.

		Term 1	Term 4	Term 6
Year Group	**Knowledge Organiser**	Our Country	Our Local Area	Our School
1	**Enquiry Question and Unit Aim**	What are the similarities and differences between London and Brasilia? *Children can compare London and Brasilia in terms of physical and human features.*	How did you act like a geographer when you studied the human and physical features of our school? *Children can explain how geographers complete local area studies.*	How does designing your own map help you to recognise human and physical features? *Children can create and read a map which includes landmarks and map symbols.*
	National Curriculum Programme of Study and Unit Aims	*Locational knowledge* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *Place knowledge* Use simple compass directions (North,	*Geographical skills and fieldwork* 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. Use simple compass directions (North,	*Geographical skills and fieldwork* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key. Use simple compass directions (North,

Geography Long Term Plan KS1 & KS2

		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.	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.	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.
2	**Knowledge Organiser**	Sensational Safari & Wonderful Weather	Magical Mapping	Beside the Seaside
	Enquiry Question and Unit Aim	Explain why the UK has seasonal weather patterns and how this is different to areas near and far away from the Equator. *Children know that the location of a country on the globe affects its weather patterns.*	How did you use geographical skills to locate countries, continents and oceans? *Children can use their knowledge of geography and explain how they located specific places.*	Why did people build settlements by the sea and how do they protect them? *Children can explain that physical features affect whether humans build settlements by the coast. They know key geographical vocabulary related to the coast.*
	National Curriculum Programme of Study and Unit Aims	*Human and physical geography* 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.	*Geographical skills and fieldwork* 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. *Locational knowledge* Name and locate the world's seven continents and five oceans.	*Human and physical geography* 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. **Key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geography Long Term Plan KS1 & KS2

KS2 Geographical knowledge and skills	Place knowledge: Compare and contrast the similarities and differences (human and physical geography) of a region in the UK with the region of study. Geographical skills: To use maps, atlases and digital mapping to locate countries and describe features. Geographical skills: To use the eight points of a compass, four and six figure grid references, and symbols and keys of a map.				
Year Group		**Term 1**	**Term 4**	**Term 5**	**Term 6**
3	**Knowledge organiser**	The UK Land Use		Rainforests	Extreme Earth
	Enquiry Question and Unit Aim	Compare land use now in the UK with land use in Roman Britain. How has it changed? *Children can explain the main uses of land in the UK compared to a time in history.*		How does the physical geography of the UK compare to the Amazon rainforest? Why are rainforests so important?	Explain how the Earth's tectonic plates affect Earth's physical geography. *Children can describe using geographical vocabulary how mountains and volcanoes are formed.*
	National Curriculum Programme of Study and Unit Aims	*Locational knowledge* 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		*Physical geography* Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. *Locational Knowledge* Identify the position and	*Physical geography* Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.

Geography Long Term Plan KS1 & KS2

		land-use patterns; and understand how some of these aspects have changed over time. *Geographical skills* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		significance of Equator,the Tropics of Cancer and Capricorn. *Geographical skills* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
4	**Knowledge Organiser**	All Around the World	Somewhere to Settle		Water
	Enquiry Question and Unit Aim	How did you use your geographical skills to locate positions of the features you have studied? *Children can think like geographers and locate and describe geographical features.*	How did natural resources influence early settlements? *Children can use their fieldwork skills to do a local area study and their knowledge of human geography to make links between settlements and resources.*		Describe the water cycle and how it is being disrupted by changes to our climate. How do geographers study this? *Children can use geographical vocabulary to describe the water cycle.*
	National Curriculum Programme of Study and Unit	*Locational Knowledge* Identify the position and significance of latitude, longitude, Equator, Northern	*Human geography* Human geography, including: types of settlement and land use, economic activity		*Physical geography* Describe and understand key aspects of: physical geography, including:

Geography Long Term Plan KS1 & KS2

	Aims	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). *Geographical skills* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	including trade links, and the distribution of natural resources including energy, food, minerals and water. *Fieldwork* Study of our local settlement. Including: land use, trade links and resources.		rivers, mountains and **the water cycle.**

Year Group		**Term 1**	**Term 3**	**Term 6**
5	**Knowledge Organiser**	Enough for Everyone and Marvellous Maps	Exploring Eastern Europe	Magnificent Mountains
	Enquiry Question and Unit Aim	Which geographical skills did you use to locate settlements, and the reasons for their locations? *Children can use their knowledge of human geography, geographical and fieldwork skills to make links between*	Compare the physical features of one Eastern European country and the UK. *Children can use their knowledge of physical geography to one Eastern European country and the UK.*	Explain how the Earth's mountains are formed using key geographical vocabulary. *Children can describe the formation of mountains and use correct geographical vocabulary.*

Geography Long Term Plan KS1 & KS2

		resources and settlements and use maps to further their understanding.		
	National Curriculum Programme of Study and Unit Aims	*Human geography* 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. *Geographical skills and fieldwork* 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.	*Locational knowledge* 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. *Geographical skills* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	*Physical geography* Describe and understand key aspects of: physical geography, including: mountains.
6	**Knowledge Organiser**	Amazing Americas	Raging Rivers	Fieldwork
	Enquiry Question and Unit Aim	Compare the geographical similarities and differences between the UK and the region of South America that you studied. Describe the geographical skills	Explain, using geographical vocabulary, the formation of rivers and their physical features.	Explain how you used geographical skills to study your local area. *Children can use their fieldwork skills and*

Geography Long Term Plan KS1 & KS2

		you used and use geographical vocabulary. *Children can use their geographical skills to compare two regions, using geographical vocabulary and making links to wider issues such as economics and the environment.*	*Children can use their geographical knowledge to describe the formation of rivers and their features.*	*their ability to think like a geographer in a local area study.*
	National Curriculum Programme of Study and Unit Aims	*Place knowledge* Understand geographical similarities and differences through the study of human and physical geography of a region within North or **South America.** *Geographical skills* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Comparison with Exploring Eastern Europe Y5, The UK Y3)	*Physical geography* Describe and understand key aspects of: physical geography, including: rivers.	*Geographical skills and field work* 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.