



# The Holy Spirit Catholic Primary School

## Long Term Geography Planning

**Geography Intent:** In Geography we inspire pupils with the curiosity and fascination about the world around them. Pupils will gain knowledge about diverse places, people and places resources natural and human environments, pupils will learn about of the Earth's key physical and human processes we intend to develop geographical skills through the use of fieldwork, maps diagrams globes aerial photographs and geographical Information Systems. (GIS)

National Curriculum KS1 Subject Content Pupils should be taught:

**Locational knowledge**

- 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

**Place knowledge**

- 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

**HuHuman 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
- 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 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
- 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.

	Autumn	Spring	Summer
Year 1 /2 Cycle A	Where can the tour Bus take us around our school and grounds?	How can the aerial view from a plane help us to study the Geography of the local area? <span style="color: orange;">Settlement / Community</span>	Where in the world are the 7 continents and 5 Oceans <span style="color: orange;">Diversity /Climate Change</span>
Key Knowledge	<ul style="list-style-type: none"> <li>• I can understand plan view and use plan view.</li> <li>• I can draw simple routes on a map.</li> <li>• I can devise a simple map.</li> <li>• I can collect information about the local environment. (fieldwork)</li> <li>• I can use photographs to recognise areas around our school.</li> <li>• I can identify basic human and physical features in each of the four compass directions. (fieldwork)</li> <li>• I can create a key and symbols for a map.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw simple routes on a map.</li> <li>• I can understand what is near to school and what is far away (to gain a sense of place).</li> <li>• I can follow a map in my local green space (fieldwork).</li> <li>• I can identify key features in our local area (fieldwork).</li> <li>• I can identify basic human and physical features of an area.</li> <li>• I can use an aerial photograph to show simple compass directions, locational and directional language.</li> <li>• I can suggest improvements to my local area.</li> <li>• I can create a simple map with a key.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a globe to find and name the 7 continents and 5 oceans.</li> <li>• I can identify the equator, North, and South Poles on a globe.</li> <li>• I can use simple compass directions to show the positions of the continents on a map.</li> <li>• I can show I know the difference between a continent and a country</li> <li>• I understand that animals are suited to different places.</li> <li>• I can locate a selection of animals to the appropriate hot and cold areas of the world.</li> </ul>



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### Human and physical geography

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	Autumn	Spring	Summer
Year 1 /2 Cycle B	Where do we go shopping? <b>Trade Fairtrade Settlement</b>	What do we need to know about the UK? <b>Settlement</b>	How are Runcorn and Pointe-a-Pierre the same or different? How could we welcome people who come here? <b>Climate Change Fairtrade Settlement</b>
Key Knowledge	<ul style="list-style-type: none"> <li>• I can understand shopping in modern times.</li> <li>• I can understand shopping in the past.</li> <li>• I can identify shops in my local area. (fieldwork)</li> <li>• I can understand shopping in the past.</li> <li>• I can identify how shops and shopping have changed over time.</li> <li>• I can create a timeline of popular UK foods.</li> <li>• I can sort British fruit and vegetables into the seasons in which they grow.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate the 4 countries in the United Kingdom.</li> <li>• I can name and locate the capital cities in the United Kingdom.</li> <li>• I can name some different landscapes I might see in England and the rest of the UK.</li> <li>• I can name and locate the 4 countries in the United Kingdom and the surrounding seas.</li> <li>• I can identify characteristics of Wales, Northern Ireland and Scotland.</li> <li>• I can identify the main characteristics of the 4 countries of the United Kingdom.</li> <li>• I can name and locate the 4 countries and capital cities in the UK, including the surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name of two groups of islands and can locate <b>Pointe-a-Pierre</b> on a globe and map.</li> <li>• I can use an aerial view to find human and physical features on the local area.</li> <li>• I can use a satellite image to find human and physical features in the town of Pointe –a-Pierre.</li> <li>• I can describe the weather in two different places and know why places nearer the equator are hotter.</li> <li>• I can find out what food is grown in Pointe-a-Pierre and in our local area.</li> <li>• I can use simple fieldwork and use observational skills to study the local area and can make a simple map.</li> <li>• I can find out what life is like, living in Pointe-a-Pierre and compare to my home and school and I can find things that are different about the local area and Pointe-a-Pierre.</li> </ul>



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- 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, the prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

- 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

### Human and physical geography

- Describe and understand key aspects of:
  - 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

### 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
- 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.

	Autumn	Spring	Summer
Year 3 /4 Cycle A	Why did the earliest settlements grow up on a river?	Is Europe the same all over? <b>Climate Change Settlement Diversity</b>	Is Europe the same all over? continued How is the North-west the same and different to Campania in S.W. Italy? <b>Settlement Community</b>
Key knowledge	<ul style="list-style-type: none"> <li>• I can explain why rivers were so important in the Neolithic, Bronze and Iron Ages</li> <li>• I can find the countries where 4 ancient civilizations grew and notice they are all in a line</li> <li>• I can find the common geographical feature that links 4 ancient civilizations</li> <li>• I can describe what a coast is and why coasts are important</li> <li>• I can recognise the key physical and human features of the UK coastline and use a map to find the features</li> <li>• I can explain why the coastline needs to be protected</li> </ul>	<ul style="list-style-type: none"> <li>• I can use maps to identify key topographical features of some countries in Europe such as the location and elevations of mountainous areas.</li> <li>• I can use knowledge of the lines of latitude to make predictions about the climate and landscape of different European regions</li> <li>• I can use maps, atlases and online tools to identify geographical similarities and differences between the UK and other European countries</li> <li>• I can use maps to identify the links between capitals and major rivers.</li> <li>• I can use maps to identify how the seas link for trade.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how much detail there is an ordnance survey map.</li> <li>• I can understand and use 4 figure grid references, symbols and contours on Ordnance Survey maps 1: 50,000</li> <li>• I can use a globe, an atlas and a digital computer map and satellite images to locate Italy and the Naples Bay area and North west England.</li> <li>• I can identify physical and human features of the Naples Bay region</li> <li>• I can describe and understand the key features of earthquakes and volcanoes.</li> <li>• I can use knowledge from my study of the two regions to list the similarities and differences.</li> </ul>



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### Human and physical geography

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- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
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### 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
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	Autumn	Spring	Summer
Year 3 /4 Cycle B	How did the landscape, land-use patterns and settlements of Britain change during this time? <b>Settlement</b>	Is the UK the same all over? <b>Climate Change Settlement</b>	How did the Romans change the Geography of England? <b>Legacy Invasion Settlement</b>
Key Knowledge	<ul style="list-style-type: none"> <li>• I can use simple sketch maps that show how land is used.</li> <li>• I can draw a simple sketch map.</li> <li>• I can use a key on a map to show how land is used.</li> <li>• I can create a simple sketch map to show how land is used.</li> <li>• I can describe land use in urban and rural areas in the UK.</li> <li>• I can explain how land is used for different types of farming.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate prior knowledge of the United Kingdom.</li> <li>• I can use maps and atlases to locate countries</li> <li>• I can understand and explain regions.</li> <li>• I can locate the regions of the UK using maps and can describe some key physical &amp; human geography features of the regions</li> <li>• I can use precise geographical words when describing places.</li> <li>• I can explain the role of geology in making different coast lines.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why roads were so important to Roman Britain and their towns.</li> <li>• I can say what impact the Romans had on the way Britons lived</li> <li>• I can use sources of information to investigate Hadrian's Wall and say why the Roman Empire stopped here.</li> <li>• I can name and locate on a UK map Roman cities.</li> <li>• I know how the Romans travelled quickly across Roman Britain.</li> </ul>



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	Autumn	Spring	Summer
Year 5/6 Cycle A	How does transport link Runcorn to the rest of the UK? <b>Trade, Settlement</b>	Where are the places mentioned in Wars or migration over time?	Is South America the same all over?
	<ul style="list-style-type: none"> <li>• I can use four and six-figure grid references to identify Runcorn's transport links.</li> <li>• I can explain the use of Canals within the UK.</li> <li>• I can identify how rail links altered industry in Runcorn.</li> <li>• I can explain how the River Mersey and bridges play a part in trade.</li> <li>• I can use sketch maps to show routes in my local area.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use maps and atlases to identify the scale of invasion of the Nazi Party</li> <li>• I can use maps and atlases to plot the locations of key events within WW2 (Blitz, attack on Pearl Harbour, Normandy Landings, occupation of France etc.)</li> <li>• I can identify the countries that were axis, allies or neutral in the WWII conflict.</li> <li>• I can identify which continents the axis, allies and neutral countries belong to.</li> <li>• I can understand how physical geography of land and sea were used during the conflict.</li> <li>• I can identify routes of migrating peoples during the conflict nationally and internationally (armies, refugees, evacuees and prisoners of war).</li> <li>• I can locate the Runcorn Cenotaph on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the countries of South America.</li> <li>• I can describe the climate zones and biomes of different regions across South America.</li> <li>• I can identify physical and human geographical features in South America.</li> <li>• I can use geographical terminology to describe the location and characteristics of a range of places across South America.</li> <li>• I can locate and mark on a map South America's landlocked countries.</li> <li>• I can identify how human activity has impacted the Amazon Rainforests.</li> </ul>





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	Autumn	Spring	Summer
Year 5/6 Cycle B	Where are the cities of England located?	How did the geography of Central America affect the Maya people over time? <b>Fairtrade</b>	How does the Great Lakes region compare to North-west England? <b>Settlement</b>
Key Knowledge	<ul style="list-style-type: none"> <li>• I can locate the countries, using maps to focus on United Kingdom.</li> <li>• I can use place name endings to identify Anglo-Saxon and Viking towns and cities in the UK.</li> <li>• I can name and locate cities of the UK (using the 8 compass points). concentrating on the major cities.</li> <li>• I can name and locate counties of the UK building on my knowledge of cities.</li> <li>• I can present the main physical and human features of a county.</li> <li>• I can annotate a map with notes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify Central America.</li> <li>• I can locate Central America on a world map and its position in relation to the Northern and Southern Hemisphere, Equator, Tropics of Cancer and Capricorn and surrounding oceans.</li> <li>• I can identify the location of Mayan settlements.</li> <li>• I can explain why the Mayan people chose their settlements.</li> <li>• I can identify Mayan civilisations on a map and what climate zones and biomes they lie in.</li> <li>• I can research farming techniques and link to Fairtrade.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use world maps to locate North-west England and the counties within it. (Cumbria)</li> <li>• I can recognise symbols on a map that identify different physical features of a landscape</li> <li>• I can identify the continent of North America is located on a map and its relation to: Northern and Southern Hemisphere; the Tropics of Cancer and Capricorn; Equator; Arctic and Antarctic circle; and surrounding oceans</li> <li>• I can use world maps to locate North America and the countries within it.</li> <li>• I can use world maps to show how the Great Lakes form a natural divide between USA and Canada.</li> <li>• I can use a range of sources of information to draw comparisons between the Great Lakes region to North-west England.</li> </ul>