

KS2 Geography Long Term Plan

Cycle A and C	Autumn	Spring	Summer
	Recycling and congestion	Rivers and the water cycle	Andalucía
KEY QUESTIONS	How can we reduce, reuse and recycle? What impact do human have on the earth? How can we make a more sustainable world? Which is the best location for a new waste disposal site?	What are the features of a river? Can we describe and rivers' journey? Where are the River Nile and River Yarrow located? How do them compare? What are the rivers used for? How do human's impact the rivers? How old is my water?	Where is Andalucía? What are the human features in Andalucía? What are the physical features in Andalucía? How would we get to Andalucía? Why is Andalucía such as busy tourist destination? What are the trade links with Andalucía? How do we think Andalucía will change in the future? How does Andalucía compare to the UK and the Lake District?
PLACE AND LOCATIONAL KNOWLEDGE	To know the world's seven continents and five oceans. To know the location of countries in Europe. To name and locate the counties and cities of the UK. To locate Europe, England, Lancashire, Liverpool on a range of maps and atlases.	To know the world's seven continents and five oceans. To locate the River Nile and River Yarrow on a range of maps and atlases. To identify key features of the rivers and the places closely linked.	To know the world's seven continents and five oceans. To locate Europe, Spain, Andalucía and main towns on a range of maps and atlases. To identify key features of Andalucía and the places closely linked through trade.
HUMAN AND PHYSICAL GEOGRAPHY	Identify the key features of Roby Mill and the surrounding areas. Describe Roby Mill and surrounding areas using geographical vocabulary. Identify human features: types of settlement and land use, roads, motorways, trade links, distribution of natural resources including energy, food, minerals and water. Identify physical features including rivers, seas.	Identify the key features of River Nile and the River Yarrow. Describe some places using geographical vocabulary. Identify human features: types of settlement and land use. Identify physical features including: climate zones, rivers, mountains.	To identify the physical and human features of Andalucía. To recognise human features of the places including types of settlement and land use. Identify physical features of the areas including: climate zones, rivers, volcanoes and earthquakes.
GEOGRPAHICAL AND FIELDWORK SKILLS	Use plan views. Use fieldwork techniques such as observation and identification to study geography of the local area.	Make and follow simple routes. Use fieldwork techniques such as observation and identification to study geography of the local area.	Create maps of small areas with features in the correct place. Use four figure grid references.

	<p>Use cameras and videoing equipment to record geographical features. To use 8 compass points. To use 4 figure grid references. Use aerial photographs and plans to recognise landmarks, human and physical features.</p>	<p>Use cameras and videoing equipment to record geographical features. To use 8 compass points. Use aerial photographs and plans to recognise landmarks, human and physical features.</p>	
LKS2	<ol style="list-style-type: none"> 1. Introduction to the 3Rs. Create a poster showing what they are and how we can reduce, reuse and recycle. 2. Recycling plant. Look at the processes involved. 3. Consider- why do we need to recycle? Look at the impact on the world. 4. Use graphs of waste to consider waste and the impacts. 5. Look at the location of refuse site in Skelmersdale. Consider why it is located there and the impact on residents. Digimaps. 6. Consider the new proposal in Parbold for refuse site. Research for and against points from local residents. 7. Create a balanced argument for and against the site in Parbold. 8. Plot new location and provide reasons. Digimaps. 9. Introduction to the new proposal of a Congestion charge in Manchester. Consider the location boundary and what it is. Digimaps. 10. Research for and against the congestion charge from residents, companies and the government. 11. Create a balanced argument for the congestion charge. 	<ol style="list-style-type: none"> 1. Introduction to the water cycle and create a diagram with labels and captions. 2. Explain the water cycle processes- evaporation, condensation, precipitation, and run-off. 3. Explain a rivers course and add photos of each stage. 4. Description of each part of the rivers course. 5. World rivers location and comparison including a continent and country recap. 6. Consider how rivers change over time. Look at the processes of erosion and deposition and how meanders are formed. 7. Look at the River Yarrow course with grid references and add photos. Digimaps. 8. Research how flooding impacts on a place. 9. Consider how people manage floods including flood defences. 10. Consider the location of cities in the past. Link this to trade links and history. Digimaps. 11. Concluding write- Why do people live near a river? 	<ol style="list-style-type: none"> 1. Location of Andalucía including continent, country, area, climate zone. 2. Consider how to get to Andalucía from Roby Mill. Write routes, look at flights and other transport links. 3. Research the physical features rivers, coasts, mountains of Andalucía. 4. Compare physical features of Andalucía with the Lake District, Roby Mill and other places visited. 5. Locate human features of Andalucía using 4 figure grid references. 6. Research human features and consider historical significance of the region. 7. Plot routes around the region using 8 compass directions. 8. Look at climate graphs and compare to Roby Mill and Lake District. 9. Consider the jobs people do including tourism. 10. Create a brochure for visiting area 11. Concluding writing- Who would like to visit Andalucía?

	Global aspects and climate change	Earthquakes and volcanoes	North America Caribbean
KEY QUESTIONS	<p>What are fossil fuels? What is renewable energy? What natural resources are found near us? What impact do human have on the earth? How can we make a more sustainable world? Which is the best location for a new wind farm?</p>	<p>Where are earthquakes and volcanoes found? What causes earthquakes and volcanoes? What impact do earthquakes and volcanoes have on the physical landscape of an area? What impact do earthquakes and volcanoes have on human life and activity? How do people prepare for earthquakes and volcanoes? Why do people choose to live in areas where earthquakes and volcanoes occur?</p>	<p>Where is the Caribbean? What countries are in the Caribbean? What is it like in the Caribbean? How does the Caribbean link to Liverpool? What are the human features of the Caribbean? What are the physical features of the Caribbean?</p>
PLACE AND LOCATIONAL KNOWLEDGE	<p>To know the world's seven continents and five oceans. Identify northern and southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p>	<p>To know the world's seven continents and five oceans. To locate countries and cities linked to volcanic activity. Identify northern and southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle. Identify the position of latitude and longitude. Recognise time zones.</p>	<p>To know the world's seven continents and five oceans. To locate the Caribbean on a range of maps and atlases. To identify key features of Caribbean and the places closely linked through trade including those in Europe and Africa.</p>
HUMAN AND PHYSICAL GEOGRAPHY	<p>Identify the key features of Roby Mill and the surrounding areas. Describe Roby Mill and surrounding areas using geographical vocabulary. Identify human features: types of settlement and land use, roads, motorways, trade links, distribution of natural resources including energy, food, minerals and water. Identify physical features including rivers, seas.</p>	<p>To identify the physical and human features of areas of volcanic activity. To recognise human features of the places including types of settlement and land use and trade links and the distribution of natural resources including energy, food, minerals and water. Identify physical features of the areas including: climate zones, rivers, biomes, vegetation belts, volcanoes and earthquakes.</p>	<p>Identify the key features of a location. Describe some places using geographical vocabulary. Identify human features: types of settlement and land use, trade links and the distribution of natural resources including energy, food, minerals and water. Identify physical features including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes.</p>
GEOGRPAHICAL AND FIELDWORK SKILLS	<p>Use plan views. Use fieldwork techniques such as observation and identification to study geography of the local area. Use cameras and videoing equipment to record geographical features.</p>	<p>Use models and maps to discuss landscape including contours and slopes. Recognise different map projections.</p>	<p>Use a wider range of maps to locate countries. Use maps at more than one scale. Use 6 figure grid references. Recognise some OS symbols and identify relief features on maps. Interpret and use thematic maps.</p>

	<p>To use 8 compass points. To use 6 figure grid references. Use aerial photographs and plans to recognise landmarks, human and physical features.</p>		<p>Use latitude and longitude on a globe or atlas.</p>
UKS2	<ol style="list-style-type: none"> 1. Consider the need for change. Research global warming and rising sea levels. Create graphs to show over time. 2. Look at climate change graphs and interpret. What do we think will happen in the future? 3. Look at Antarctica map over time. Discussion on what a country is. Explain that it is not owned (one other in Africa). 4. Consider the animal and plant species decline and extinction. Consider causes- change in conditions, biomes etc 5. Create outlooks/ predictions for future. 6. Look at what fossil fuels are and what impact they have. 7. Consider renewable fuels and their benefits. 8. Look at the location of different wind farms. Consider why they are located where they are. Digimaps. 9. Consider the positive and negative impacts of a Wind farm. Think about local resident opinions. 10. Planning exercise- Where would we locate a wind farm and why? Digimaps. 11. Concluding write- Why and how can we save the planet? 	<ol style="list-style-type: none"> 1. Look at the Earth's layers and movement of plates over time. 2. Consider the causes and location of volcanoes. 3. Look at the different types of volcanoes and locate around world on maps. 4. Look at the volcanic eruption in Pompeii and its impacts. 5. Create a news report about the eruption in Pompeii. 6. Consider the causes and location of earthquakes around the world on maps. 7. Research magnitude and how they are measured. Research the strongest recent earthquakes. Use live tracking and locate on maps. 8. Look at the impacts on the environment and people. 9. Choose an earthquake to research, create a case study and a news report. 10. Look at how people manage earthquakes- alterations in buildings, evacuations etc 11. Concluding write- Why do people live near a volcano or earthquake? 	<ol style="list-style-type: none"> 1. Look at the location of countries in North America. Consider world biomes, time zones, climate. 2. Look at the location of the Caribbean and countries. 3. Look at graphs to show population in each country and compare to UK, Lancashire etc 4. Use climate graphs to consider and compare with places. 5. Look at the physical features of Jamaica. Locate on maps. Digimaps. 6. Look at the human features of Jamaica including cities, towns. Locate on maps. Digimaps. 7. Research hurricanes and their impact. 8. Look at people who live there- compare jobs to Lake District/ Roby Mill. 9. Consider farming and land use- compare to Lake District/ Roby Mill. Relate to biomes. 10. Look at trade links. Link to slave trade in History. 11. Concluding write- Create a brochure for visiting Jamaica.

Cycle B and D	Autumn	Spring	Summer
	Countries of the UK and Europe	Lake District	Roby Mill
KEY QUESTIONS	<p>What are seven continents of the world? What are the five oceans?</p> <p>What countries can I locate on the map? What are countries in Europe?</p> <p>What are the countries in Europe like? How are they similar/ different to England and the UK?</p>	<p>Where is The Lake District?</p> <p>What is the land use of The Lake District? How does The Lake District compare to local and distant places?</p> <p>What was The Lake District like in the past? How has human activity impacted the area? What human and physical features are found in The Lake District?</p> <p>Why is The Lake District a popular tourist area?</p> <p>What do we think The Lake District will be like in the future?</p>	<p>Where is Roby Mill?</p> <p>What is the land use of Roby Mill?</p> <p>How does Roby Mill compare to local and distant places?</p> <p>What was Roby Mill like in the past? How has human activity impacted the area? What human and physical features are found in Roby Mill?</p> <p>What do we think Roby Mill will be like in the future?</p>
PLACE AND LOCATIONAL KNOWLEDGE	<p>To know the world's seven continents and five oceans.</p> <p>To know the location of countries in Europe. Identify northern and southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p>	<p>To know the world's seven continents and five oceans.</p> <p>To locate the Lake District, Cumbria, Lancashire, England, Europe.</p> <p>To identify key features of the Lake District and the places closely linked through tourism.</p>	<p>To know the world's seven continents and five oceans.</p> <p>To know the location of countries in Europe. To name and locate the counties and cities of the UK.</p> <p>To locate Europe, England, Lancashire, Liverpool on a range of maps and atlases.</p>
HUMAN AND PHYSICAL GEOGRAPHY	<p>Identify the key features of a location. Describe some places using geographical vocabulary.</p> <p>Identify human features: types of settlement and land use and trade links. Identify physical features including: climate zones, rivers, mountains, volcanoes, earthquakes.</p>	<p>Identify the key features of The Lake District. Describe some places using geographical vocabulary.</p> <p>Identify human features: types of settlement and land use.</p> <p>Identify physical features including: climate zones, rivers, mountains.</p>	<p>Identify the key features of Roby Mill and the surrounding areas.</p> <p>Describe Roby Mill and surrounding areas using geographical vocabulary.</p> <p>Identify human features: types of settlement and land use, roads, motorways.</p> <p>Identify physical features including rivers.</p>
GEOGRPAHICAL AND FIELDWORK SKILLS	<p>Use a wider range of maps.</p> <p>Use the index and contents page of an atlas.</p> <p>Use maps at more than one scale.</p>	<p>Recognise that contours show height and slope.</p> <p>Recognise some standard OS symbols. Use fieldwork techniques such as observation and identification to study geography of The Lake District.</p> <p>Use cameras and videoing equipment to record geographical features.</p>	<p>Label maps with titles to show their purpose.</p> <p>Use fieldwork techniques such as observation and identification to study geography of Roby Mill.</p> <p>Use cameras and videoing equipment to record geographical features.</p> <p>To use 8 compass points.</p>

		<p>To use 8 compass points. Use fieldwork techniques such as observation and identification to study geography of The Lake District. Use aerial photographs and plans to recognise landmarks, human and physical features.</p>	<p>Use aerial photographs and plans to recognise landmarks, human and physical features.</p>
LKS2	<ol style="list-style-type: none"> 1. Continents and oceans recap, countries and seas of the UK. Equator, northern and southern hemisphere. 2. World features- tropics, Arctic and Antarctic circles, climate zones. 3. Counties and cities of the UK. Locate and compare using 8 compass directions. 4. Locate and compare rivers of the UK. Digimaps measuring tool. 5. Locate and compare mountains of the UK. 6. City research including location, historical significance, human and physical features. 7. Publish city brochure. 8. Countries of Europe. Locate and compare using compass directions. 9. Cities of European countries. Locate and compare using compass directions. 10. UK city 4 figure grid references of features. Digimaps. 11. Europe city 4 figure grid references of features. 	<ol style="list-style-type: none"> 1. Location of Lake District using a range of map types including aerial photos and digimaps. 2. Introduction to what National parks are and where they are located. 3. Mountains formation. 4. Mountain location in the Lake District. 5. Lakes and rivers location in the Lake District. 6. Location of human and physical features in the Lake District using 4 figure grid references. Digimaps. 7. Tourism in Bowness. Consider why do people visit? 8. Consider the impacts of tourism in Bowness. 9. For and against balanced argument including people's views in Bowness. 10. Comparison of physical features to Roby Mill and Andalucia. 11. Consider the future of the Lake District. Record writing- How can the Lake District be protected? 	<ol style="list-style-type: none"> 1. Location of Roby Mill, continent, country, county, local cities. 2. Compare with local places on maps. Use 8 compass directions to compare. 3. Features of Roby Mill, plot on digimaps, add photos. Use OS survey symbols. 4. Plot routes to local features. Write directions and use 4 figure grid references. 5. Land use mapping in Roby Mill and Skelmersdale. Make comparisons. 6. Field sketches of local area. 7. Weather and climate research using live data and graphs. Comparison with other places studied or visited. 8. Population information gathered using graphs. Comparison with other places studied or visited. 9. Consider the changes over time. Compare maps and photos. Digimaps. 10. Enquiry in local area. Where is the best place for new houses? 11. Enquiry in local area. Where is the best place for new houses?

	Continents and countries in the world	South America Amazon Basin	Food from around the world Global trade
KEY QUESTIONS	<p>What are seven continents of the world? What are the five oceans?</p> <p>What countries can I locate on the map? What are countries in North and South America and the wider world?</p> <p>What are these countries like?</p> <p>How are they similar/ different to England and the UK?</p>	<p>Where is the Amazon basin?</p> <p>What countries does the Amazon flow through?</p> <p>What is the landscape like at the rivers source, main course and mouth?</p> <p>How does human activity impact the rainforest and the river?</p> <p>How can we make a difference to the deforestation?</p>	<p>Where does our food come from?</p> <p>Why does our food come from these places?</p> <p>Why can we not grow certain foods in the UK?</p> <p>How is our food transported?</p> <p>What is the most sustainable way of producing and transporting food?</p>
PLACE AND LOCATIONAL KNOWLEDGE	<p>To know the world's seven continents and five oceans.</p> <p>To know the location of countries in North and South America.</p> <p>To know the location of other significant places including those studied in South America.</p> <p>Identify northern and southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle. Identify the position of latitude and longitude.</p> <p>Recognise time zones.</p>	<p>To know the world's seven continents and five oceans.</p> <p>To locate the Amazon basin and its countries on a range of maps and atlases. To identify key features of the Amazon basin and the places closely linked through trade.</p>	<p>To know the world's seven continents and five oceans.</p> <p>To locate Europe, England, and other countries on a range of maps and atlases. To identify how places closely linked through trade.</p>
HUMAN AND PHYSICAL GEOGRAPHY	<p>Identify the key features of a location.</p> <p>Describe some places using geographical vocabulary.</p> <p>Identify human features: types of settlement and land use and trade links. Identify physical features including: climate zones, rivers, mountains, volcanoes, earthquakes.</p>	<p>Identify the key features of the Amazon basin.</p> <p>Describe some places using geographical vocabulary.</p> <p>Identify human features: types of settlement and land use, trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify physical features including: climate zones, biomes and vegetation belts, rivers, mountains.</p>	<p>To recognise human features of the places including types of settlement and land use and trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify physical features of the areas including: climate zones, rivers, biomes, vegetation belts, volcanoes and earthquakes.</p>
GEOGRPAHICAL AND	<p>Use a wider range of maps.</p> <p>Use the index and contents page of an atlas.</p> <p>Use maps at more than one scale.</p> <p>To use a range of map types.</p>	<p>Relate different maps to each other and to aerial photos.</p> <p>Begin to understand the differences between maps.</p>	<p>Use the index and contents in an atlas.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Label maps with titles to show their purpose.</p>

FIELDWORK SKILLS			Interpret and use thematic maps. Use latitude and longitude.
UKS2	<ol style="list-style-type: none"> 1. Continents and oceans recap. Recap on world features: Equator, northern and southern hemisphere, tropics, Arctic and Antarctic circles, climate zones. 2. Location of countries in the world. Use latitude and longitude to locate and compare. 3. Location of countries linked to prime meridian and time zones. 4. World biomes introduction. 5. Location of Countries in north and south America. 6. Location of cities in north and south America. 7. Locate and research what biomes are like in north and south America. 8. South America city. Locate features using 6 figure grid references. Digimaps. 9. North America city. Locate features using 6 figure grid references. Digimaps. 10. City research including location, human and physical features and historical significance. 11. Publish city brochure. 	<ol style="list-style-type: none"> 1. Location of countries in South America. Consider biomes, time zones, climate. 2. Location of Amazon basin. Use graphs to show size in each country. Measuring tool on digimaps. 3. Plot the route of the Amazon River. Study showing course, add photos to maps. Compare size with other rivers. Digimaps. 4. Look at the mountains at the source. Compare size to Lake District using relief maps. 5. Investigate people who live there. Compare jobs to Lake District/ Roby Mill. 6. Farming and land use- compare to Lake District/ Roby Mill. 7. Trade with other countries. What does Brazil export and where does it export its goods to? 8. Why is the Amazon so important? Consider the medicine from the rainforest and the percentage of the world's oxygen produced. 9. Consider the destruction of the rainforest. Use graphs showing the decline. 10. Consider the future of the rainforest. Create predictions and forecast for future. 11. Concluding writing- How and why should we save the Amazon? 	<ol style="list-style-type: none"> 1. Location of world countries and recap on world biomes. Consider the biome compared to food production. 2. Chocolate- where does it come from? Predict and then discuss. Consider the features of Ghana and Ivory Coast to its production. 3. How did trade get global? Consider what trade is and the history which had enabled world trade. 4. Food and global trade. Consider where food comes from and how it travels. 5. The global supply chain. Consider jobs and roles in the supply chain. 6. What does the UK export and to where? Interpreting data and creating graphs to show exports. 7. Investigating Fairtrade. Consider what fair trade is, why it costs more and whether we should use it? Look at Garstang, the UKs first fair trade town. 8. Food miles comparison from importing fruits and fish from around the world. 9. What is each country's most profitable export? Use maps to consider the physical and human features of a country and the implications it has on trade. Digimaps. 10. Banana journey and costs for each person in the production chain. Is it fair?

			11. Concluding writing- What should we prioritise growing/ exporting?
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Locational knowledge

Place knowledge

Human and physical geography

Geographical skills and field work