

Ramshaw Primary School

KS1/KS2 Geography Long Term Plan

Year Group / Cycle/Theme	Autumn	Spring	Summer
KS1			
Year R/1/2 Cycle A (Year 1 focus – deepen to recall prior knowledge and make links for Year 2 pupils)	What is my school and surrounding area like? NCREf: To begin to develop knowledge about own locality. Focus: Fieldwork and observational skills. Basic maps. use and labelling of photographs, basic geographical language for key human and physical features, sense of place Suggestions: Study of Evenwood and Ramshaw. Extend to include Bishop Auckland	Why are there farms in our local area? NCREf: To begin to develop knowledge about own locality, a small area of the UK. Focus: key human and physical geographical vocabulary and features related to farming in our locality, seasons and weather patterns, land use and vegetation in local area, simple compass directions and locational and directional language to describe the locations and routes on a map, observational fieldwork of land use (crops, animal, mixed)	What is our country like? NC Ref: To develop knowledge about the United Kingdom. Focus: UK countries, capitals and surrounding seas, use world maps, atlases and globes, basic geographical direction language to compare location of features
Year R/1/2 Cycle B (Year 2 focus – simplify task for Year 1 pupils using Cycle A activities for ideas)	What makes our world wonderful? NCREf: To begin to develop knowledge about the world. Focus: name and locate the world's seven continents and five oceans, identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use simple compass directions, locational and directional language.	Where shall we go today? NCREf: NC Ref: To develop knowledge about the United Kingdom. Focus: Direction – N/S/E/W using maps and route planning, human and physical features, landmarks, basic key vocabulary, UK small focus area study Suggestions: Saltburn	Holidays - Where shall we go? NC Ref: 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 Focus: human and physical features, basic key vocabulary, world maps, hot and cold places, equator, continents, Non-tourist small contrast area Suggestions: compare Kenya with Saltburn/Evenwood

LKS2			
Year 3/4 Cycle A	Why is land used the way it is in our local area? - Fieldwork Study NCREf: Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps,. Focus: Ordnance Survey maps and symbols, using OS maps to identify land use in an area and compare land use in our locality with other parts of the UK. Plan and conduct a fieldwork enquiry on land use in local area, drawing sketch maps. Suggestion: Geowonderrers – local land use fieldwork	Why does Italy shake and roar? NCREf: Extend knowledge and understanding beyond the local area to include Europe. Include location and characteristics of world's most significant human and physical features. Focus: region in Europe- Bay of Naples, physical and human characteristics, tectonics, human and environmental impacts of earthquakes and volcanoes Compare to North East England. Suggestion: Geowonderrers – volcanoes and earthquakes	What are the similarities and differences between our local area and Sicily? NCREf: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, Focus: human and physical knowledge, land use and how people live, locational knowledge of UK and Europe. Suggestions: North East England/Sicily - Geowonderers Local Area and Sicily
Year 3/4 Cycle B	Is change in our settlement a good thing? NC Ref: To be able to describe and understand key aspects of human geography, including types of settlement and land use. Use the eight points of a compass, four and six-figure grid references, symbols and key, Focus: learn why early settlers chose to settle in particular areas and, using OS Maps, explain why and how settlements have developed over time. Plan and conduct an enquiry to find out about change in our local settlement, data using surveys, present findings and reflect on fieldwork enquiry Suggestion: Geowonderers - Settlements	Where does water come from and is it running out? NC Ref: Describe and understand key aspects of the water cycle and rivers, and the distribution of water as a natural resources. Focus: water cycle scientific knowledge of the processes and stages, changes in a river from source to mouth, identifying and describing features, reasons people live near rivers and human impact on them, natural reason distribution and sustainability, impact of water distribution on where people live and work Suggestion: Geowonderers – Rivers and the Water cycle	Which is the best biome? NC Ref: Describe and understand key aspects of physical geography: climate zones and biomes. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Focus: Northern region of Brazil comparison with UK. Main climate zones and biomes. Forest biomes and deforestation. Describe physical and human features of Amazonas, South America and compare to own UK region. Using settlement concepts, consider how and why rainforest climate, biome and access to water influence people. Suggestion: Climate Zones and Biomes
UKS2			

Year 5/6 Cycle A	Where would you choose to travel? NC Ref: 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. Focus: identify position and significance of longitude, latitude and time zones and explain how they affect how people live, including day and night. Use a wider range of different types of maps and begin to understand cartography. Suggestion: GeoWonderers – Longitude, Latitude and Time Zones	Where has my food come from and how is it affected by climate? NC Ref: develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge, describe and understand key aspects of human geography (economic activity and trade), Focus: deepen understanding of world's countries and climate zones, use maps to locate and research, Impact of food production and distribution on climate change, plan and conduct an enquiry into where their food comes from, present findings and consider changes might like to see. Suggestion: GeoWonderers - Food distribution and climate	Are all mountains the same? NC Ref: understand geographical similarities and differences of human and physical geography of a region within North America and the UK Focus: formation and features of different types of mountain, revisiting tectonic plate movements, describe mountain weather types and how mountains affect life on Earth, locate mountains, looking at contour lines and six-figure grid references, compare two mountain ranges, Eryri (Snowdonia) in Wales and the Rocky Mountains in North America, describing impact of tourism Suggestion: GeoWonderers: Mountains – Rocky Mountains Canada
Year 5/6 Cycle B	Fantastic Forests – Why are they so important? NC Ref: develop geographical knowledge of location, places, features and processes, environmental regions and key features of these areas, Fieldwork and geographical skills to include data collection techniques and methods of presentation. Focus: Types of forest, functions and locations including biomes. Distribution of natural resources and economic activity impact. Use of geographical information including satellite photographs, charts and information texts, Local fieldwork opportunity in local woodlands, data collection and presentation tasks. Comparison with rainforests. Suggestion: Durham Planning Unit	Are all the rivers the same? NC Ref: name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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. Focus: <i>study how rivers change over time and how these changes can impact both physical and human geographical aspects. Physical processes of erosion and deposition and environmental impact of flooding, climate change and pollution.</i>	What happens when the land meets the sea? NC Ref: name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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. Focus: <i>study how coasts change over time and how these changes can impact both physical and human geographical aspects. Physical processes of erosion and deposition and environmental impact of flooding, climate change and pollution.</i> Fieldwork opportunity to collect, analyse and communicate with a range of data gathered

		Fieldwork opportunity to collect, analyse and communicate with a range of data gathered to deepen understanding of geographical processes Suggestion: GeoWonderers - Rivers	through experiences of fieldwork to deepen understanding of geographical processes Suggestion: GeoWonderers - Coasts
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