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| **Class** | **Geography Cycle 1:** Long Term Plan |
| Year 1 / 2 | **Our School**use different maps and understand the key features of maps; • use compass directions (NESW), locational and directional language; • make comparisons between features of different places; • compare distances; • use map symbols in a key; • plan a route giving reasons for choice; • use fieldwork skills appropriately; • make observations about the school using description; • explain the order an address is written. | **What a Wonderful World!**Describe simple human and physical features about the continents of the world. • Name and begin to locate countries of the world using an atlas or globe. • Describe a journey line in detail using key geographical vocabulary. • Understand and locate simple climate zones using key terms. • Use compass directions (NESW), locational and directional language. • Make comparisons between features of different places. | **Magical Mapping**Compare different types of map. • Explain a range of key features of maps. • Use compass directions to describe how to move around a map. • Plan a route using key vocabulary, positional and directional language. • Identify a range of map symbols. • Confidently use an atlas to locate a range of countries, capital cities in the UK and the world. • Compare aerial and ground level view photographs. • Begin to locate some of the world’s major seas. • Make comparisons between features of different places. |
| Year 2 / 3  | **Rainforests**tell you more about one country where rainforests are found. • use an atlas to find countries of the world where rainforests are found. • can find the tropics of Cancer and Capricorn on a map. • tell you that rainforests are found between the tropics of Cancer and Capricorn. • tell you about the plants found in each layer. • name some animals that live in each layer of the rainforest | **What a wonderful World** Describe simple human and physical features about the continents of the world. • Name and begin to locate countries of the world using an atlas or globe. • Describe a journey line in detail using key geographical vocabulary. • Understand and locate simple climate zones using key terms. • Use compass directions (NESW), locational and directional language. • Make comparisons between features of different places. | **Water**• Explain how to change a solid into a liquid. • Describe you how to turn a liquid into a gas. • Explain where the processes of evaporation and condensation are involved in the water cycle. • Explain that the water cycle keeps going. • Use the words condensation and precipitation to explain why it rains. • Use the words evaporation and condensation to explain why clouds form. • Explain some of the steps involved in cleaning water. • Suggest ways to remove dirt from water. • Explain what causes flooding. |
| Year 4 / 5  | **Magnificent mountains** Use the index in an atlas to find mountains. • Tell you the country a mountain range is found in. • Describe what a hill might look like based on its contours. • Identify an outcrop, a ridge the tree line and the snow line. • Describe how fault lines in the Earth’s crust move to create mountains. • Describe how pressure from magma under the Earth’s surface creates dome mountains. • Explain the differences between a weather forecast and climate. • Identify similarities between mountain climates. • Identify the risks associated with a mountain climate. • Describe some of the positive effects of tourism on an area. | **Enough for everyone** • List the resources a settlement needs to thrive. • Name some of the methods of power generation used in the UK. • Find a place on a blank map by comparing it to an atlas. • Name some of the renewable methods of power generation used in the UK. • Explain why foods are imported and exported. • Identify some benefits of importing food. • Use digital maps to calculate the distance between two places. • Identify ways to reduce water wastage. • Identify ways to reduce energy usage. • Explain how small changes can lead to a big impact. • Name areas of the world most affected by food shortages. | **Exploring Europe**• use an atlas to find names of cities; • identify similarities and differences between a place in eastern Europe and where I live; • identify similarities and differences between the climate of a place in eastern Europe and where I live; • explain the difference between human geography and physical geography; • identify similarities and differences between the human geography of a place in eastern Europe and where I live; • find information about flights, accommodation and tourist destinations using the Internet; • explain why the Chernobyl nuclear disaster happened; • explain some of the after-effects of the Chernobyl nuclear disaster. |
| Year 5 / 6 | **Rivers** • Explain that the water cycle keeps going. • Use a legend to find rivers on a map. • Identify the sea a river flows into. • Identify the place in which the source of a river is found. • Compare the length of rivers. • Compare the features of a river at different points along its course. • Explain how meanders form. • Describe how waterfalls are formed. • Identify meanders on a map and photograph. • Sort the ways rivers are used into categories. • Give at least two reasons why dams are built. • Identify the advantages and benefits of building a dam. • Identify the disadvantages and risks of building a dam. | **Marvellous Mapping** Find a location on a page by using simple co-ordinates. • Identify physical features on a map. • Use a key to find out what a symbol means. • Give four-figure co-ordinates for a location. • Find similarities between maps of the same location. | **The Amazing Americas**use an atlas to find the names of countries; • use an atlas to find names of cities; • identify similarities between a place in North America and where they live; • identify differences between a place in North America and where they live; • identify differences between the climate of a place in North America and where they live; • identify similarities between the climate of a place in North America and where they live; • explain the difference between human geography and physical geography; • identify differences between the human geography of a place in North America and where they live; • identify similarities between the human geography of a place in North America and where they live; • explain how latitude affects the geography and climate of a region; • describe the significance of the equator, tropics and poles; • use coordinates to locate places on a map; • describe key features of some wonders of the Americas. |