|  |  |
| --- | --- |
| **Class** | **Geography Cycle 2 Long Term Plan** [2021-22, 2023-24] |
| Year 1 / 2 | **Our local area**Recognise familiar places in their local area.• Use maps to gather information about the local area.• Locate places/landmarks on a map.• Use simple compass directions (NESW).• Use aerial photographs to recognise basic human andphysical features.• Recognise basic map symbols.• Use simple fieldwork skills to study the geography of thelocal area.• Make simple observations.• Plot a simple route on a map.• Recognise housing types.• Explore geographical issues through discussion.• Use basic subject specific vocabulary.• Ask simple geographical questions.• Express own views and opinions about the environment andsuggest simple improvements.• Use presentation skills. | **Our Country*** Name the four countries of the UK, capital cities and surrounding seas.
* Begin to know the differences between town and country locations.
* Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.
* Begin to know simple features of the countries of the UK.
* Use aerial photographs to recognise basic human and physical features.
* Produce a journey line.
* Describe human and physical features of the capital city London.
* Use internet mapping programmes to observe aerial views.
* Name key features of the countries of the UK.
* Describe how features may change throughout a journey.
* Make comparisons between features of different places.
* Explain what London is like in detail using key geographical vocabulary. Describe similarities and differences between another capital city and London.
 | **Kenya**• Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the difference to a game reserve. • Describe some differences and similarities between Kenya and the UK. • Begin to understand the importance of tourism to Kenya.• Identify animals that live in Kenya and begin to explain the concept of ‘endangered species’. • Use compass directions to move around a map. • Use an atlas/globe to locate accurately places and landmarks in Kenya. • Ask geographical questions – Where is it? What is this place like? How near/far is it? |
| **Year 2 / 3**  | **UK**Name the countries of the UK, capital cities, surrounding seas and a range of other major cities and landmarks.• Identify similarities and differences between the countries of the UK.• Identify national flags and emblems.• Explain some of the pros and cons of town and country locations.• Explain the differences between London and their own local city.• Explain similarities and differences between Brasiliaand London and can give reasoned explanations.• Identify a range of human and physical features in aerial photographs.• Use a variety of maps to locate places and landmarksIndependently.. Use world maps and globes to locate and name a range of continents and countries. | **Extreme Earth**Name the layers that make up the Earth.• Name the key parts of a volcano.• Show where most volcanoes are found.• Explain how to keep safe during an earthquake.• Describe a tsunami.• Describe the damage caused by a tsunami.• Explain how tornadoes form.• Describe how scientists collect data about storms. | **Kenya (safari)**Explain where Kenya is located in the world and find Kenya ona world map or globe.• Draw a map of Kenya and locate the capital city, some maincities and oceans.• Understand what some aspects of Kenyan life are like.• Identify the features of a national park and begin to explain the difference to a game reserve.• Describe some differences and similarities between Kenyaand the UK.• Begin to understand the importance of tourism to Kenya.• Draw a freehand map of Kenya.• Draw a map of a national park and begin to consider the location of key features.• Identify the importance of animals to Kenya and explain why some species are endangered and how it can be prevented.• Confidently use compass directions to move around a map.• Use an atlas/globe to locate accurately places and landmarksin Kenya.• Ask and answer a range of geographical questions and give reasoning when answering key questions.Draw and label a map of Kenya and locate a range of key features such as cities, oceans, rivers and mountains accurately. |
| Year 4 / 5  | **All around the World*** Locate the Equator on a map and globe.
* Locate the Northern Hemisphere on a map and globe.
* Locate the Southern Hemisphere on a map and globe.
* Find the North and South Poles on a globe or map.
* Identify lines of latitude on a map.
* Identify lines of longitude on a map.
* Identify the Arctic Circle on a globe or map.
* Identify the Antarctic Circle on a globe or map.
* Identify the location of the Tropics of Cancer and Capricorn.
* Identify differences between the UK and the tropics.
* Identify the location of the Prime Meridian.
* Find the local time in another city using time differences.
 | **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.
 | **Somewhere to Settle*** explain what a settlement is;
* identify important features of a settlement site;
* list the things settlers need from a settlement site;
* explain that settlements have been built at different times in history;
* list different types of land use;
* identify land use using a digital map;
* use a key to identify transport links on maps;
* use an atlas to find a route between two places;
* draw a map of a settlement;
* create a key for a map.
* sort settlers' needs by importance;
* identify reasons settlers have chosen a site;
* identify features of a good settlement site;
* explain that some settlements were built by invaders;
* identify who built a settlement from clues in its name;
* identify similarities and differences between land use in different places.
 |
| Year 5 / 6 | **Extreme Earth*** describe the properties of the Earth's layers;
* explain how a volcano is formed;
* describe what happens when a volcano erupts;
* describe some risks and benefits of living near a volcano;
* explain why earthquakes occur;
* explain how tsunamis occur;
* explain how to keep safe in a tsunami;
* explain where tornadoes happen.
* categorise volcanoes as extinct, dormant or active;
* explain the impact of volcanoes on people and the environment;
 | **Japan** * children locate Japan on a world map
* children identify the surrounding seas, and oceans of Japan
* children identify the capital city, and other major cities of Japan
* children identify Japan and Asia on a global map
* children describe what a meridian line is
* children able to use the latitude and longitude to pinpoint a country’s location
* children describe how an earthquake occurs
* children describe why Japan has more earthquakes than the UK
* children give a definition of physical geography
* children compare and contrast the physical geography of Japan and the UK children define the term human geography
* children compare the human geography of two locations
* children identify any similarities between a UK school and a Japanese school
 | **Italy**Locate and label Italy and the capital city, bordering countries, islands and seas on a map. children compare and contrast Italy with the UK Locate the two main mountain ranges and longest river of Italy on a mapchildren compare and contrast the physical attributes of the UK and Italychildren explain how and why volcanoes erupt children explain what happened in Pompeii in 79ADUse resources to research the human geography of Italychildren understand what is meant by the term ‘culture’ Compare and contrast the culture of Italy and the culture of the UK. Use their knowledge and understanding to present information about Italy.  |