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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. |