

Geography Long Term Plan



Year 1 and 2

Geography Long Term Plan



Key Stage One

<i>Year one Autumn</i>	<i>My special corner of the World</i>	
	Question	Focus/Teaching
Lesson 1	Where are we in the world?	Start with google maps from space and zoom at stages for children to establish understanding of their place in the world.
Lesson 2	What can we find in our school grounds?	Explore grounds taking photographs for children to use in class to identify human and physical features.
Lesson 3	Can we make a map?	Messy Mapping- (see ideas on Internet)use various junk materials, PE equipment to recreate classroom/school grounds
Lesson 4	Map experts	Using a map outline of the school children to add details, begin using a key, add North.

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Key Stage One

Year Two Autumn	'Investigating Special Places'	
	Question	Focus/Teaching
Lesson 1	Our Special World	Use atlases/maps to locate and name 5 oceans & 7 continents. Label map
Lesson 2	What is special about Seaham?	As in year 1 where we zoomed in or out using Google maps to revisit location of Seaham. (Introduce Europe as our continent) What is good about Seaham...gather ideas.
Lesson 3	How has Seaham changed?	old & new photos to make comparisons
Lesson 4	Seaham detectives....What can we find?	Out and about to explore homes, shops, leisure, land-use Fieldwork opportunity to make birds eye plan to label
Lesson 5	Seaham landmarks.	focus on physical and human landmarks using maps introducing N, S, E & W

Cathedral visit: After looking at Seaham as a special place children can visit Durham Cathedral looking at location. The Cathedral staff will do the input but be specific as to what we want them to cover.

Geography Long Term Plan



Key Stage One

Year 1 & 2 Spring Year A	'Discover the Seaham!'	
	Question	Focus/Teaching
Lesson 1	Where are we?	Using a map of UK children to locate Seaham. Introducing location vocabulary e.g. next to coast north/south
Lesson 2	What do the seagulls see?	Use simple aerial photographs of Seaham for children to identify human and physical features
Lesson 3	What can we see?	Building on last lesson and the features we spotted children to explore local area to take photos and record what they see in the context of human and physical features.
Lesson 4	Can we investigate Seaham?	With class decide what survey data they would like to collect e.g. traffic on The Avenue. Carry out investigation, collecting, recording and analysing data found.
Lesson 5	Weather watch (Over the half term or at least a few weeks)	Explain that weather is a physical feature and as such has an influence on our environment. Measure rain fall, wind direction and strength, sunshine. Discuss the effects the wind etc has

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Key Stage One

Year 1 & 2 Summer Year A	'Discover the UK' (Based on Snail & the Whale book)	
	Question	Focus/Teaching
Lesson 1	What did the snail and the whale see?	During reading the book as children to notice the human and physical features. Possible activity- label features from a page in the book.
Lesson 2	Where did the snail take the whale?	The snail wanted to travel the world but where did they go? Look at each page in turn. What type of places are they? Allocate each group a different place in the story to look at- think about what the snail heard, saw, felt. As a class try to track his journey on a world map
Lesson 3	Where did the whale go next?	Explain snail & whales are now back in the UK. Zoom in from space for children to locate UK. Introduce names of surrounding seas. Possible activity- use printed maps of UK for children to add names of seas and then they can have a picture of a whale which they will use to move their whale around the seas using the direction given by teacher (N/S/E/W)
Lesson 4	Where did the snail go?	Explain snail wants to stay on dry land for a while and needs some help. He wants to visit the countries and capitals of UK. Chn to locate & label on map. How could the snail travel now? Think about directions, sights on the way Snail could send postcard from his destination
Lesson 5	Why did the whale get stuck on the beach?	Way of introducing the concept of the effect of human actions on the world e.g. jet skis scared him, litter confused him. Possible activity- poster for caring for environment

POSSIBLE FIELDTRIP TO LOCAL BEACH

Geography Long Term Plan



Key Stage One

'Wherever Next!' (Based on Meerkat Mail book)

Year 1 & 2 Spring Year A		
	Question	Focus/Teaching
Lesson 1	Where in the World does Sunny live?	<p>Read together the opening of the story. Where does Sunny live?</p> <p>Use google earth to find and zoom onto the Kalahari desert. Discuss continent, countries and distance from UK.</p> <p>Note the equator, how close is the Kalahari to the equator and so one of the world's hotter places. How is the location different to the location of the UK?</p> <p>Support pupils to locate the Kalahari on a simple world map. Model use of an atlas. Why do they think Sunny is hot? Explain the significance of country location close to the equator.</p>
Lesson 2	What is Sunny's home place like?	<p>Satellite view of the Kalahari –What features can be seen? Highlight vegetation, any sign of water? What animals might live here? A hot or cold place? Record the key words.</p> <p>Give each pupil one of the photographs or fact files about the Kalahari desert collect information about each aspect of the Kalahari (See resource file). A simple table may be used to record the animals, vegetation, climate, rivers, vegetation, soil, and people.</p>
Lesson 3	How is Sunny's place different to mine?	Link back to lesson 2 Make comparison with aspect of UK e.g animals, vegetation

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Key Stage One

'Wherever Next!'

Year 1 & 2 Spring Year A	'Wherever Next!'	
	Question	Focus/Teaching
Lesson 4	Where will Sunny go?	<p>Revisit the next section of the story – Sunny wanted to go and visit his cousins who live in different places. Have a look at their pictures again.</p> <p>Use the Cousin Cards Pack (from EDS resources) to look at where each cousin lives. Locate on map.</p> <p>Which countries will Sunny visit – discuss the countries Sunny will have to travel to; which is nearest, furthest, North, South, East, West? Which continents will Sunny visit?</p> <p>A range of written tasks could be set at this point to reinforce locational awareness, map skills or use of the key vocabulary.</p>
Lesson 5 & 6	Where will Sunny go next?	<p>Review the locations Sunny has been to already. Do the pupils think Sunny will be happy to stay at home now? What if he was to have some more adventures and visit some famous places around the world?</p> <p>Think of places he could visit. Use World map to plan his travels. Possible writing task- postcards from destinations</p>

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Key Stage One

Year 1 & 2 Summer Year B	'Comparing places'	
	Question	Focus/Teaching
Lesson 1 & 2	What is it like in the Kalahari ?	Revisit where Sunny lives (see power point- The Kalahari Desert) Refresh vocab- equator, continents, countries. Identify what aspects of the area they could be experts in. Use fact files on power point for chn to learn about Kalahari.
Lesson 3 & 4	Can we explore Seaham?	Children to locate Seaham on Map. Gather knowledge on our area- Focus on features as those in first 2 lessons on Kalahari. Visit coast line or using photos/google maps can chn identify and record features.
Lesson 5	How do we compare?	Using knowledge from previous lessons, compare location of Kalahari & UK/Seaham – consider human & physical features. Writing opportunity

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Year 3 & 4

Geography Long Term Plan



Key Stage Two

'Me and my UK'

Year 3 & 4
Autumn
Year A

	Question	Focus/Teaching
Lesson 1	Can we build a picture of the UK?	Where is the UK in the World? Show world map and locate UK. Begin with a large blank outline of UK. What do we already know? Interactive quiz on www.toporopa.eu/en . Use the quiz to begin to gather information we can add to our blank outline. (prepare laminated labels for the features prior to lesson for children to use) (Focus on countries, seas and capitals this lesson)
Lesson 2 and 3	Counties and cities	This lesson we will be looking at the counties of England. www.toporopa.eu/en . As a class choose up to 10 major counties and cities to add to our class display map. Then using an outline map of their own and an atlas can they locate the cities chosen and annotate their own UK map. Lesson 3. Looking at our class map of the UK with our annotations, this lesson we will focus on giving directions using geographical vocabulary (Compass directions)
Lesson 4	Mountains and rivers	Using the atlases the chn will look to identify mountains and rivers. Divide the class into 2 groups. .river experts and Mountain experts. They will have time to name and locate these then we will do the quiz on www.toporopa.eu/en to see who are the experts. Continue to annotate our class outline map

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Key Stage Two

'Me and my UK'

Year 3 & 4
Autumn
Year A

	Question	Focus/Teaching
Lesson 5	Weather and climate	What is the typical climate of the UK? How do weather patterns vary between the North, East, South and West? Consider how the mountains and seas affect the regional weather. Weather forecast roleplays for different areas of UK.
Lesson 6	A birds eye view	Focus this lesson on the human features and how the physical features have influenced this. Look at a variety of aerial photos looking at different areas of UK (goodresourcehere) http://www.rgs.org/OurWork/Engaging+wider+audiences/Britain+from+the+Air/Educational+Resources/Primary+resources.htm Using the different photos children to identify human and physical features considering how/why these have occurred. Link with settlements in past and how land use may have changed.
Lesson 7	Comparing locations	Using 2 different areas of the UK (Cornwall and Bradford) use aerial photos to make comparisons of both human and physical features. Children could complete a table of the differences. Using map skills children could locate the place locations.

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Key Stage Two

Towns and cities of the North East

Year 3 & 4
Spring
Year A

	Question	Focus/Teaching
Lesson 1	Our region and counties	Show map of regions to identify which region we live in. Label our own map with the 4 regions...use key for colour
Lesson 2	What can the birds see?	Use aerial photographs of Durham, Sunderland, Middlesbrough and Newcastle to begin to compare the areas. Identify physical and human features, discuss similarities and differences. Could annotate photographs
Lesson 3	Map detectives	Introduce OS maps paying attention to the symbols. Introduce grid references. Divided into the 4 cities can the children find facts about their city e.g. universities, schools, ports, airports, land use, job types
Lesson 4	City Ambassadors	Fact files for each city.

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Key Stage Two

Year 3 & 4 Summer Year A	Rivers	
	Question	Focus/Teaching
Lesson 1	Where does our water come from?	The water cycle
Lesson 2	Where do we find rivers on a map?	Using atlas resource (see file) can children find names of rivers in the UK. What do they notice? (where they start/end) If they follow a certain river what places do they pass....they could write this in books including the direction of flow.
Lesson 3 and 4	Make a 'River in a box'	see ideas on internet) Use children's work to explore river features and label/write about them
Lesson 5	How do rivers affect our lives?	Use/floods. Could also link to use of rivers in past and consider how this has changed
Lesson 6	Rivers of the World	Use maps to locate different rivers around the World. –consider longest, shortest, comparing with UK. Perhaps make fact file about their chosen river.

Fieldwork opportunity: Contact Oases who can arrange for visit to us or possible trip with their tuition.
Northumbrian Water may visit

Geography Long Term Plan



Key Stage Two

I spy Europe!

Year 3 & 4
Autumn
Year B

	Question	Focus/Teaching
Lesson 1	I spy Europe!	Show World map with continents without names.chn to identify Europe. Develop knowledge using online quiz (www.toporopa.eu/en) Children to have a map with country names plus a map with rivers and land height to use in pairs to take part in EuroQuiz e.g. I am a River in France starting with 'L'
Lesson 2	Map detectives	using basic outline map chn to label France, Spain, Germany, Italy, Poland, Russia plus 3 more of their choice (and the capital cities)
Lesson 3	City Experts	Using our 6 main countries (listed for last lesson) children will be divided into expert groups . Using maps and information files they will identify physical features to complete fact file including Rivers, mountains, weather, capital city
Lesson 4	City Experts	As last lesson but this time we will be thinking about human landmarks

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Key Stage Two

I spy Europe!

Year 3 & 4 Autumn Year B	I spy Europe!	
	Question	Focus/Teaching
Lesson 5	Map makers	To consolidate our information we can create a class map as a display. Can we think of a key to show capital, mountains, rivers, population, main human landmarks
Lesson 6	Visit my country	As an end of block summary children to choose a country to write a fact file about. (Not literacy based but focusing on geographical language)

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Key Stage Two

Year 3 & 4 Spring Year B	Where does the food on my plate come from?	
	Question	Focus/Teaching
Lesson 1	My favourite meal	Recap the farming and fishing maps from resource pack. Chn will plan their favourite meal so in the next lesson we can investigate where our food comes from. If it is a pizza for example they would need to know the ingredients for this to be made!
Lesson 2	My favourite meal	Using their favourite food plan find out the source of each ingredient. Could either use Asda as a field trip or Taylor Shaw pack. They will list the countries where they were sourced from.
Lesson 3 and 4	My travelling meal!	Chn to plot the source of their meal/ingredients on world map back to Seaham. Recap continents and oceans as they plot on map. End of block writing task- children to write a summary of the countries their food came from including the direction of travel, countries it flew over/passed through and to include approximate food miles

Geography Long Term Plan



Key Stage Two

Why does Italy shake and roar?

Year 3 & 4
Summer
Year B

	Question	Focus/Teaching
Lesson 1	Where in the world?	<p><i>Who am I game?</i> – using clues based upon physical and human features, use Italy by night photo from NASA, possible group activity. Use globe and then google earth to show location</p> <p><i>Where is Italy?</i> Identify, locate, annotate on series of maps and then describe the global and continental position of Italy. Where is Italy in relation to the UK?</p> <p><i>Who is my neighbour?</i> Which countries and seas are close to Italy? Card sort and completion of a European map activity using an atlas. Identify N/S/E/W.</p>
Lesson 2	What is Italy like?	<p><i>What do we already know about Italy – Which aspect of the geography of Italy do we know less about?</i></p> <p><i>Can you build Italy?</i> Play dough challenge using map of Italy, children to build a 3D map and add labels of rivers and mountains, capital cities and surrounding seas. This activity aims to introduce pupils to the shape of a country, the coastline and the relief. Photograph their model and describe in their books the features they included on their model.</p>

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Key Stage Two

Why does Italy shake and roar?

Year 3 & 4
Autumn
Year B

	Question	Focus/Teaching
Lesson 3	What can we learn from photographs about Italy?	<p>Use an eye catching image(s) of Italy to discuss what pupils can see. Explain that Geographers use photographs to gather data about places.</p> <p>Pupils use a selection of photographs to investigate vegetation, crops, culture, and climate of Italy. A recording table could be used to simplify data collection. A wide range of images of Italy's human and physical geography are available for school use from the internet.</p> <p>Each photo should have the name of the city/area on it, pupils should locate the photo on a map and then annotate the photograph – with human and physical features</p>
Lesson 4	Why does Italy shake and roar?	<p><i>What is happening here?</i></p> <p>Show a news clip of either an earthquake or a volcanic eruption in Italy, discuss what the class have seen, why does this happen in Italy but not in their home town.</p> <p>Discuss plate boundaries</p> <p><i>Why do volcanoes happen?</i> Look at the causes and events of a volcanic eruption. Use Etna or Stromboli as your example. –Possible activities –label volcano & write explanation text</p>

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Key Stage Two

Why does Italy shake and roar?

Year 3 & 4
Autumn
Year B

	Question	Focus/Teaching
Lesson 5	Why does Italy shake and roar?	<p><i>What happens when a volcano erupts?</i></p> <p>Pupils explore the chain of events after a volcanic eruption. Focus on accurate vocabulary and impact. Numerous short films are available - see BBC for high quality short clips. Writing opportunity - newspaper report on possible threat of a volcanic eruption. The success criteria should be predominantly related to the language of geography - place, accuracy of language and inclusion of a map.</p>
Lesson 6	Why does Italy shake? Earthquakes	<p>Do not share this title at the start of the lesson</p> <p><i>What happened here?</i> Use images from recent Italian earthquakes widely available on the internet. Groups should describe what they can see and suggest what may have happened. Collect the ideas about the causes of the damage they have observed. Introduce the idea of earthquakes.</p> <p>Reading for purpose - pupils should investigate how earthquakes happen and what the effects are. They could present this in a number of ways - a useful approach is to ask pupils to use the methods modelled during the volcanoes lessons.</p> <p>Pupils can produce an Earthquake Warning Guide - what to look out for and what to do. This can lead into a useful discussion about why people live in these dangerous places</p>

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Key Stage Two

Why does Italy shale and roar?

Year 3 & 4
Autumn
Year B

	Question	Focus/Teaching
Lesson 7	How are the UK and Italy similar/different?	<p>Pupils will compare the UK and Italy. A Venn diagram can be used as part of sort and discussion exercise. (See suggested resources and sort cards). Teachers may wish to use a current news story to show links, draw upon local Italian community links etc. There is also a good opportunity to look at shared beliefs – democracy etc.</p> <p>Possible additional resource - BBC A day at an Italian Primary school – 4 minute clip</p> <p>Discussion / Homework - Why do we not have a volcano in Durham?</p>
Lesson 8	What makes Italy a special place?	<p>Children plan and make mini films to inform parents about the real Italy. Set the success criteria to include use of at least one map, reference to physical and human geography, description of location</p>

Geography Long Term Plan



Year 5 & 6

Geography Long Term Plan



Key Stage Two

Wonderful World!

Year 5 & 6
Autumn
Year A

	Question	Focus/Teaching
Lesson 1	What makes the World the way it is?	Consider where in the solar system, movement of the Earth's crust, rivers shaping the land and climate. Chance to revisit knowledge of continents/rivers/climate variation Label continents and major cities.
Lesson 2 and 3	Beautiful Biomes	2.Begin looking at biome distribution, plotting on world map (could add to map from last lesson) then children will research features of their chosen biome (ensure all biomes are covered by the class 3 Biomes in a box- Using the features learnt last lesson chn will make their own biome in a box (see internet for ideas)
Lesson 4	Our World's resources	Minerals and Energy resource maps. Identify where resources are distributed and are sparse. What effect does this have on the country? Using a mobile phone and the components used to make this where do the resources come from.

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Key Stage Two

Wonderful World!

Year 5 & 6
Autumn
Year A

	Question	Focus/Teaching
Lesson 5	Population around the World	To look at distribution of population. Consider why? Climate, topography
Lesson 6	Rich and Poor World	Distribution of wealth. Consider effects of countries and how rich could help poorer.

Geography Long Term Plan



Key Stage Two

Fantastic Journeys

Year 5 & 6
Spring
Year A

	Question	Focus/Teaching
Lesson 1	Rescue me!	(focusing on longitude and latitude) Message in a bottle with longitude and latitude on. Chn to find where the person needs rescuing from (e.g lake in China) Chn to use geographical language to plan journey to place from Newcastle airport
Lesson 2	Where am I now?	Repeat as lesson 1 with longitude and latitude for a Volcano. E.g. Mount St Helens (46°11'28"N 122°11'40"W) Once located on map, chn to use atlases/internet to find physical features of area. Could complete a table with features e.g. continent, climate, vegetation
Lesson 3	Where am I now?	Antarctica For lessons 3-5 give longitude and latitude for following locations and explore area to find features as in lesson 2
Lesson 4	Where am I now?	Sahara desert
Lesson 5	Where am I now?	Easter Island

Geography Long Term Plan



Key Stage Two

Fantastic Journeys

Year 5 & 6
Spring
Year A

	Question	Focus/Teaching
Lesson 5	Where am I now?	Easter Island
Lesson 6	Where are you hiding?	Children to choose an area to hide. They will make a fact file of their area using ideas from previous lessons. They will give the longitude and latitude to partner to see if they can find each other.

Different locations can be used but these have been selected as they are in different continents to maximise areas studied

Geography Long Term Plan



Key Stage Two

Seaham Fieldwork

Year 5 & 6
Summer
Year A

	Question	Focus/Teaching
Lesson 1	Where am I?	Thinking about longitude and latitude from last term give chn the longitude and latitude to find our next place of study. (It will be Seaham beach!) Gather knowledge they have of the beach and introduce our basis for investigation-Our hypothesis will be: Is Seaham Beach polluted? (Consider water pollution too) Plan visit to beach to carry out our investigation into pollution. How many groups will we have along the beach? Each group to carry out check at water level, mid beach and head of beach. Allocate areas for visit using OS maps to divide beach
Lesson 2	AT BEACH	Task 1: Use metre square areas for each of 3 areas. Photograph and record what is in the metre square at each area in your zone. Task 2: Sketch map of area to note features (human and physical)
Lesson 3		Collate data collected comparing areas along the beach- Graph work with types of litter found – could write a report with supported conclusion
Lesson 4	A blue flag for Seaham?	Can we get Seaham Beach a blue flag? How can we improve the beach?

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Key Stage Two

Fantastic Forests

Year 5 & 6
Autumn
Year B

	Question	Focus/Teaching
Lesson 1	Natural vegetation	Revisit vegetation resource map (see pack) to identify vegetation zones. Focus on locational knowledge/continents/equator and tropics .
Lesson 2	Can we find Robin Hood?	Sherwood Forest. Locate in UK, research features, climate.
Lesson 3	Rainforests	Where are they located? Features? Layers of Rainforest? Processes? compare with Deciduous Forest from lesson 2
Lesson 4	What do Rainforests do for me?	Children to use internet and atlases to research and make notes. Product? Climate?
Lesson 5	Rainforest Rescue	Why are they in danger? How could we help?

Geography Long Term Plan



Key Stage Two

Our Changing World

Year 5 & 6
Spring
Year B

	Question	Focus/Teaching
Lesson 1	What is weathering and erosion?	Establish understanding of the terms. Explain it is process where rocks are worn away. Introduce the 3 types (physical, chemical and biological) Explore these by practical activities. (See weathering and erosion task cards) Record what was noticed
Lesson 2	Coastal Features	What is a coastline? What can we see? What activities happen there (Human features) and what features do we see (Physical features) Introduce terms including – bays, headlands, caves, arches, stacks. Using maps & internet chn to identify these features around UK coastline. Locate using 6 figure grid references. Perhaps create features fact file focusing on geographical vocabulary & facts
Lesson 3	Changing coastlines	Using digimaps investigate how our coastline has changed over time. Look at how the coastline has eroded away. Make a comparison between now and the 1800's map. Choose areas to focus on, how closer to the coast are they now due to coastal erosion?
Lesson 4	What does the future hold?	So far we have looked at the physical effects that cause change on our landscape. This lesson we will focus on human effects. Gather ideas from class e.g. new houses, buildings demolished, trees cut down, nature reserve created, flooding. See Discuss positive and negative impacts. Looking at the 2050 facts(See resource file) discuss the impact of these as a class. What do we need to do to ensure positive effects for the future?

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Key Stage Two

Investigating Brazilian Cities

Year 5 & 6
Summer
Year B

	Question	Focus/Teaching
Lesson 1	Where in the World?	Using resource pack show chn image. Where do you think this destination could be? – gather ideas & reasons for their suggestions. Show next image –Hemisphere clue .(children should locate continent. Explain we are looking for a country in this continent. Further clues given showing images of land and rivers Children to complete Location Challenge.
Lesson 2	Tale of 2 Cities (part I)	Using atlases chn to locate Sao Paulo and Rio de Janeiro . They could also locate home city in UK. To develop geographical vocabulary they should write an accurate geographical description of the Brazilian cities (e.g. include time zones, longitude, latitude, proximity to equator, continent)
Lesson 3	What does the location mean for Brazil?	Chn to consider what location means for physical geography of Brazil i.e. climate, tropics, vegetation, hazards)
Lesson 4	Brazil and the UK	Using the Brazil Fact file (see resources) set the big picture of Brazil. Suggested activity:- chn to become experts on certain aspects and report back to class. Then set up comparison challenge for children. Using internet and atlases can they find the same information about the UK

Geography Long Term Plan



Key Stage Two

Investigating Brazilian Cities

Year 5 & 6
Summer
Year B

	Question	Focus/Teaching
Lesson 5	A tale of 2 cities (Part 2)	What are the similarities between Durham with Sao Paulo? Discuss with the children the questions they might need to ask. Discuss the types of things they would need to know and how they might find out. (must include human and physical geography) possible areas of research may include weather, population, main jobs, school life, places to play, transport, foods, languages spoken, money used, vegetation, rivers, bridges, life expectancy, healthcare. Possibly to record in table form for next lesson.
Lesson 6	How do we compare?	Draw the enquiry together by comparing 3 aspects of life in Sao Paulo and Durham. Perhaps begin using a venn diagram and then develop into a larger report style piece of writing.