



# Oughtibridge Primary School

## Geography Long Term Plan



	Autumn Term	Spring Term	Summer Term
Foundation Stage	<p><b><u>Autumn 1</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• talk about where they live</li><li>• talk about places they have visited or like to go e.g. holidays, the park, grandparent's house</li><li>• name and locate parts of school</li><li>• know the name of the school they attend</li></ul> <p><b>Aim:</b> to name and locate familiar places.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• describe seasonal changes using vocabulary e.g. know it is Autumn by looking at the changes in leaf colours</li></ul> <p><b>Aim:</b> to begin to discuss seasons and change.</p> <p><b><u>Autumn 2</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• discuss different festivals around the world</li><li>• compare how different countries celebrate festivals e.g. Christmas</li></ul> <p><b>Aim:</b> to recognise ways that people celebrate across the world.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• observe seasons and changes in the Woods of Wonder and the weather</li></ul> <p><b>Aim:</b> to describe the weather and identify changes.</p>	<p><b><u>Spring 1</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• discuss different ways they have or could travel to get to another country</li><li>• draw information from a simple map</li><li>• discuss different types of transport used in other countries</li></ul> <p><b>Aim:</b> to explore modes of travel around the world.</p> <p><b><u>Spring 2</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• identify on a map where stories originate from</li><li>• identify different types of stories from around the world (e.g. traditional tales, aboriginal stories)</li></ul> <p><b>Aim:</b> to compare stories from around the world.</p>	<p><b><u>Summer 1</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• make observations about the landscapes around the school</li><li>• describe seasonal changes using vocabulary</li></ul> <p><b>Aim:</b> to develop a further understanding of seasons and change.</p> <p><b><u>Summer 2</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• talk about places they have been on holiday and how they got there</li><li>• discuss features of the beach and sea</li><li>• begin to explore sea pollution and its impact on animals</li></ul> <p><b>Aims:</b></p> <p>To talk about places we can visit around the world.</p> <p>To understand the geographical features of a coastal area.</p>

<p><b>Year 1</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>ask questions about weather and seasons</li> <li>describe the change in seasons</li> <li>express opinions about the seasons and describe the changes in clothing and activities</li> <li>describe where they live</li> <li>use basic geographical vocabulary when describing a place (e.g. city, town, village, factory, farm, house and shop)</li> <li>use field work to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology</li> <li>recognise similarities and differences in my immediate environment</li> </ul> <p><b>Aims:</b></p> <p>To explore the seasons (through science) and investigate the local area in which we live.</p> <p>To make maps of the village and compare the village to the city centre.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>name the countries that make up the British Isles, with their capital cities</li> </ul> <p><b>Aim:</b> to identify where different cities are in the British Isles on a map.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>compare England with a contrasting country in the world</li> <li>use maps, atlases, globes and digital/computer mapping (Google Earth) to local countries and describe the features studied</li> <li>describe where in the world it is cold</li> </ul> <p><b>Aim:</b> to compare and contrast our environment to the polar regions. To locate the polar regions on a map.</p>
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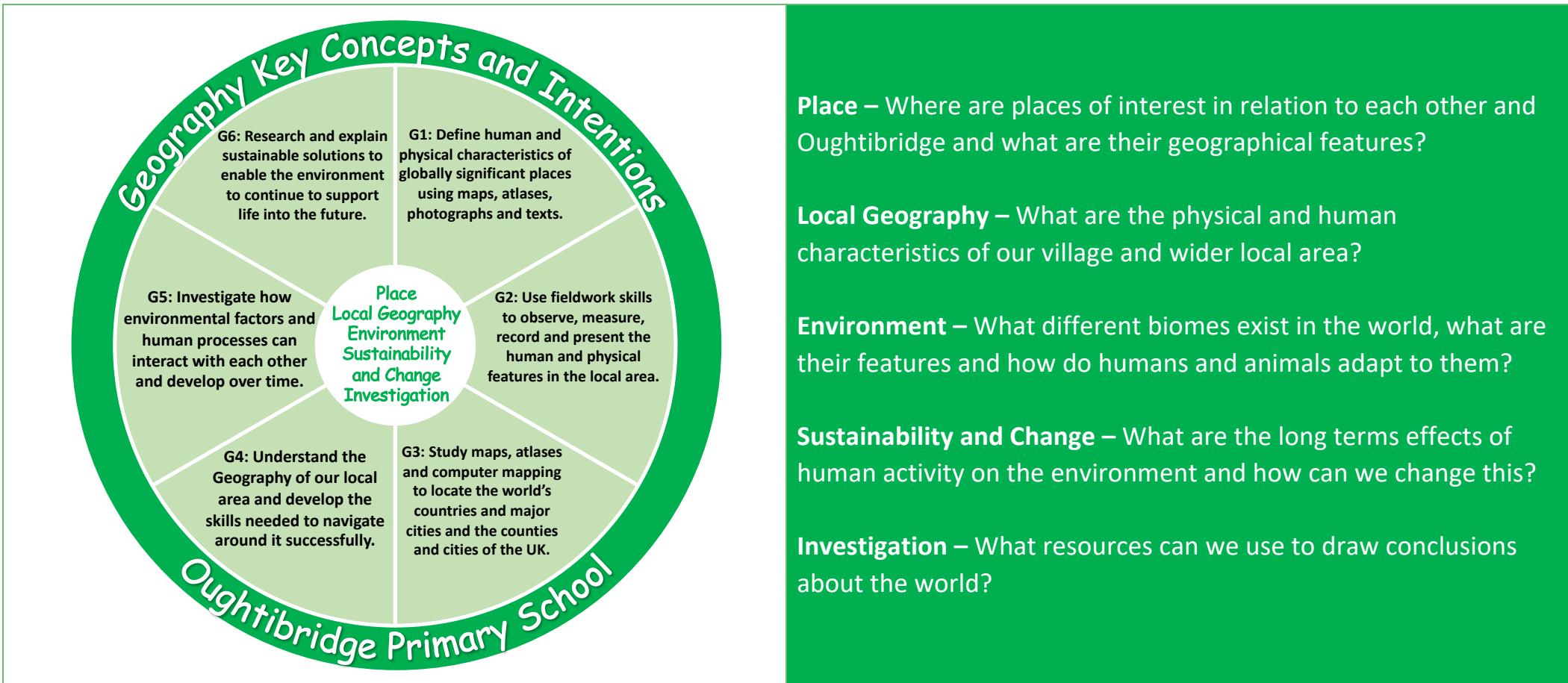
<p><b>Year 2</b></p>	<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• locate the four countries which make up the British Isles</li> <li>• identify cities in England and that London is the capital city</li> <li>• identify and name landmarks and historical buildings in London</li> <li>• use four points of a compass to build knowledge of the United Kingdom and where Sheffield is in relation to the rest of the British Isles</li> </ul> <p><b>Aims:</b></p> <p>To be able to locate the four countries that make up the British Isles, before focusing on London.</p> <p>To use new knowledge of compass points to describe the relative location of key places.</p>	<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• devise simple maps and use and construct basic symbols in a key</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• use atlases and globes to identify the UK and its countries</li> <li>• name and locate the world's seven continents and five Oceans</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>• name and locate the world's seven continents and five oceans</li> </ul> <p><b>Aims:</b></p> <p>To use prior knowledge from the Autumn Term around compass points and apply this on a global basis.</p> <p>To be able to read maps and atlases and use these skills to locate major land masses and waters in the world.</p>	<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• use a globe to locate and name the 7 continents of the world</li> <li>• locate and label the five oceans</li> <li>• use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• understand how cities are different around the world</li> </ul> <p><b>Aim:</b> to build upon prior knowledge from the Autumn and Spring terms and use their existing knowledge to apply to studies of different areas on each continent.</p>
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<p><b>Year 3</b></p>	<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>locate the capital cities and countries in the UK (using maps, atlases, globes and digital mapping)</li> <li>name the continents and oceans of the world</li> <li>compare our location to where natural disasters happen around the world</li> <li>describe and show an understanding of volcanoes (relating this to key places)</li> <li>use maps and atlases to locate and describe countries across the world</li> <li>use the four points of a compass to build knowledge of the United Kingdom and the wider world</li> <li>describe the magnetic poles of Earth</li> </ul> <p><b>Aim:</b> to be able to describe the locations of significant geographical landmarks incorporating this into wider writing around volcanoes, Mount Fuji and the Sheffield Floods.</p>	<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>use the four points of a compass to build knowledge of the United Kingdom and the wider world</li> <li>use digital and computer mapping to locate countries and describe the features studied (Skara Brae)</li> <li>use atlases to locate countries and describe the features studied</li> <li>describe and show an understanding of some climate zones (linked to Ice Age)</li> <li>describe the geographical similarities and differences through the study of human (how food eaten has changed over time due to environmental changes) and physical geography (linked to fossil finding)</li> </ul> <p><b>Aim:</b> to be able to confidently use maps, atlases and digital technologies and to recognise the significance of physical features in certain locations, building on their knowledge of Skara Brae (Stone Age Homes) and Lyme Regis (Mary Anning study).</p>	<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>use atlases to locate countries and describe features studied relating to Ancient Egypt (River Nile and Pyramids)</li> <li>use digital and computer mapping to locate countries and describe the features studied</li> <li>describe the geographical similarities and differences through the study of human and physical geography of contrasting regions</li> </ul> <p><b>Aim:</b> to understand and describe the location, climate and key landmarks of Egypt using maps, atlases and digital technologies and describe the significance of the River Nile to Ancient Egyptian society.</p>
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<p><b>Year 4</b></p>	<p>Children will learn to....</p> <ul style="list-style-type: none"> <li>• identify modern Greece and where it is in Europe on a map</li> <li>• identify the Ancient Greek city states</li> <li>• give geographical reasons for the location of the city states e.g. mountainous landscape, the sea etc</li> </ul> <p><b>Aim:</b> to understand where the Ancient Greeks lived and the factors that influenced their choices about where to live.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• use atlases and maps to locate the areas of the main tropical rainforests and identify and describe the weather in those areas</li> <li>• identify characteristics of layers of the rainforest</li> <li>• recognise how environments affect the quality of people's lives and to identify how and why places change, for example, through deforestation and conservation projects</li> </ul> <p><b>Aim:</b> to locate and understand the characteristics of the world's rainforests and how this impacts on the quality of people's lives across the world.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• locate Italy, Rome and the Roman Empire using maps, atlases and software</li> </ul> <p><b>Aim:</b> to understand where the Romans came from and the extent of their Empire.</p>
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<p><b>Year 5</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on the countries of North and South America</li> <li>• locate countries and describe features studied</li> <li>• use digital and computer mapping to locate countries and describe features studied</li> <li>• describe and understand key aspects of rivers and mountains</li> <li>• study the food, minerals and water aspects of the key places that I study</li> <li>• reflect on the importance and value of the tourism industry in these areas</li> <li>• study the settlements and land use of the key places that I study</li> </ul> <p><b>Aim:</b> to locate and understand the features of rivers and mountain ranges in North and South America.</p>	<p>Geography is not taught this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe</li> <li>• locate the countries in Europe, concentrating on their environmental regions</li> <li>• locate the major cities of the world and draw conclusions as to their similarities and differences</li> <li>• study the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe</li> <li>• reflect on the importance and value of the tourism industry in these areas</li> <li>• use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world</li> </ul> <p><b>Aim:</b> to compare the physical and human geographical features of the UK and Spain.</p>
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<p><b>Year 6</b></p>	<p>Geography is not taught during this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• ask geographical questions</li> <li>• understand that England is made up of counties and that Sheffield sits in South Yorkshire</li> <li>• undertake a study of a local geographical feature</li> <li>• collate the data collected and record it using data handling software to produce graphs and charts of the results</li> </ul> <p><b>Aim:</b> to develop a deep understanding of our local area, how it has changed over time and how it compares to another area of Britain.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• identify the position and significance of the Arctic and Antarctic circles</li> <li>• identify the position of the Greenwich Meridian and different time zones (including night and day)</li> <li>• raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres</li> <li>• understand the economic activity, including trade links, of the key places that they study</li> <li>• understand the distribution of natural resources, including energy, of the key places that they study</li> </ul> <p><b>Aim:</b> to gain a deeper understanding of Britain's position within the world and how the shape of the globe gives us both night and day, and seasons.</p>
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**Place** – Where are places of interest in relation to each other and Oughtibridge and what are their geographical features?

**Local Geography** – What are the physical and human characteristics of our village and wider local area?

**Environment** – What different biomes exist in the world, what are their features and how do humans and animals adapt to them?

**Sustainability and Change** – What are the long terms effects of human activity on the environment and how can we change this?

**Investigation** – What resources can we use to draw conclusions about the world?