



St Mary's CV Academy Geography Long Term Plan 2023-2024

	AUTUMN TERM	SPRING TERM		SUMMER TERM
Reception	<p><u>Understanding The World</u> <u>People and Communities</u></p> <ul style="list-style-type: none"> • Our school • Transport • Autumn walk • Growing -spring bulbs • Diwali/Christmas celebrations • Maps- local area, cold places, India 	<p><u>Understanding The World</u> <u>People and Communities</u></p> <ul style="list-style-type: none"> • Life on a farm- (trip) • People in our community-Library visit/dentist • Spring walk • Growing- caring for plants • Chinese New Year celebrations 		<p><u>Understanding The World</u> <u>People and Communities</u></p> <ul style="list-style-type: none"> • Minibeasts • Our local area- Horsforth Park trip • Seaside • Growing – harvesting • Our church
Year 1	Weather and Seasons	United Kingdom		Local Area- Our School
Year 2	Continents and Oceans	Hot and Cold Places		Mugumareno Village, Zambia
Year 3	Climate Zones	North America		Local Area- Horsforth
Year 4	Rivers	Rainforests		South America- the Amazon
Year 5	Mountains	Volcanoes and Earthquakes		European Region
Year 6	United Kingdom	Coasts		Local Area and Region- Leeds, West Yorkshire



Reception

Specific Area- Understanding the World

ELG: People, Culture and Communities.

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year R: Autumn

Local links

Digimaps for local area map work of our school.

Diversity Links

Learning about the Hindu Festival- Diwali

Year R: Spring

Local Links

Digimaps for location work
Visit to Horsforth library
Thornton Hall Farm

Diversity Links

Learning about Chinese New Year traditions
Rural life- Working on a farm.

Year R: Summer

Local links

Digimaps for location work
Visit to Horsforth Park
Our church

Diversity Links

Different jobs in our local area

Geographical learning in the Foundation stage will and should look very different from the National Curriculum. We have identified areas of learning in the EYFS that lend themselves to young children learning about and making sense of the world they live in. We have also identified characteristics of learning that support geographical learning.

Classroom Tour:

On the first day and for the first few weeks to continually go around the classroom locating areas such as their peg, tray, toilets... etc.

School Tour:

In the first week go around school to the layout and familiarise the setting, we normally visit KS1 classrooms, office, Mrs Hurley's office, Dining room, Hall, playground and sibling's classrooms.

Maps:

Farm trip:

Looking at where animals live.
How do they live?
What do they need to survive?
Travelling by coach to the trip. How is it different to being in a car?
Picnic food and tidying up after they have eaten and why we can't leave our rubbish.
What would happen if the animals got it?

Visit to the local library:

Walk to the local library looking at shops as we pass.

Minibeast hunt:

Where is the best place to find minibeasts? In dry, damp, light, dark, hot, cold places.
We go on a worm hunt and make wormeries, which requires us to use different materials such as small peddles, sand, dry leave, grass.
Record what and how many different minibeasts they see on different days, does the weather make a difference?

Trip to Horsforth Park:

Walking safely down the local streets looking for safe places to cross the road.



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<p>Looking on a map of our local area and where school is located. India when we cover Diwali. How would we get there? How long could it take? Weather hot and cold climates; different flags, food. Where does Father Christmas live in the world? Winter / Arctic animals such as polar bears, penguins do they live in the same country or not?</p> <p><u>Transport:</u> How do we cross the road safety? What can we use? i.e. zebra crossing, pelican crossings, looking & listening. How many kinds of transport can they think of? Grouping vehicles. Looking at train /tube maps, and London red bus routines to link into literacy book 'Naughty Bus'.</p> <p><u>Season walks:</u> Looking at the changes in the season around school and in gardens (Tapestry). Watching the trees changes i.e. the fruit trees in school picking the fruit, leaves falling.</p> <p><u>Planting:</u> Plant Spring bulbs such as daffodils, tulips, crocuses. How long will it take to grow, looking at time, what they will need to grow.</p>	<p>Safety of how to cross a road safety, such as the zebra crossing outside school. Finding the library on a map in relation to school.</p> <p><u>Growing:</u> What do we need for plants to grow? Talk about the soil, light, water. Experiment with cress to see if it grows best on dry or wet cotton wool. Plant sunflower seeds, beans, strawberries, how often do we need to water them. Shade and light which is warmer and better conditions for plants to grow in? Plant vegetable seeds such as peas, beans, carrots... etc. to learn where food comes from.</p> <p><u>Chinese New Year:</u> What do we know about China? How would we get there? How long could it take? Looking at the different weather hot / cold, sunny / rainy climates; different food. Comparing flags</p> <p><u>Spring walk:</u> As part of the RE topic 'New Life', looking for new plants sprouting new shoot, blossom, what are the different colours? We also have butterfly larva and we watch as they grow and change over time and how their habitat changes depending on which part of the cycle, they are in.</p>	<p>What local shops can they spot such the Post Office, Morrisons, bakers, hairdressers. What is in the local park? Draw a map when we get back to school to make it into zones i.e. play area, picnic, oriental garden. Talk about the rules need near water and safety. What wildlife can they see in the park? Make a tally chart to record their information.</p> <p><u>The Seaside</u> What is it like at the seaside compared to other contrasting environments?</p> <p><u>Growing & Harvesting:</u> What has happened to the seeds we planted in Spring? Have we grown any food? Try eating it? What could we do to improve the plants?</p> <p><u>Our church</u> Visit St Mary's Church and compare it a synagogue- the Jewish place of worship.</p>
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Key Stage 1

NC Subject Content

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Mapwork/fieldwork skills

Children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have engaged with the materials available on the Oddizzi website. They will have had regular opportunities to use and play with a variety of maps and globes, including the online interactive map on the Oddizzi website and our downloadable map worksheets.

<p><u>Year 1: Autumn 1</u> <u>Weather and Seasons</u> Local Links Weather Workshop – Harlow Carr</p> <p>Diversity Links How are we affecting our weather/climate? Extreme weather</p>	<p><u>Year 1: Spring 1</u> <u>The United Kingdom</u> Local Links Where is Leeds in the UK?</p> <p>Diversity Links Look at different cultures around the countries of the UK (and Leeds)</p>	<p><u>Year 1: Summer 1</u> <u>Our Local Area-The School</u> Local Links Trip – Local walk Horsforth library Horsforth Park</p> <p>Diversity Links Leeds- City of Culture</p>
<p><u>Enquiry Question:</u></p> <p>What is the weather like in different seasons of the year?</p>	<p><u>Enquiry Question:</u></p> <p>What is the United Kingdom?</p>	<p><u>Enquiry Question:</u></p> <p>Where is Our School?</p>



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<p><u>Locational and Place Knowledge</u> <u>Curriculum Links:</u> Identify seasonal and daily weather patterns in the United Kingdom.</p> <ul style="list-style-type: none">• Order the months of the year and recognise seasons.• Spot the difference between seasons.• Find clues to decide which season we are in.• Identify types of clothes worn in different seasons.• Identify types of weather in the UK and record daily weather in our area.• Review weather diary and reflect on the impact of the weather on our activities.• Reflect on how the weather affects jobs.	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links:</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to: - key physical features and human features.</p> <ul style="list-style-type: none">• Name the four countries and capital cities of the UK and surrounding seas.• Explain the difference between physical and human features.• Describe the human and physical features of one of the UK's capital cities.• Share my understanding of the UK.	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links:</u> Use basic geographical vocabulary to refer to: - key physical features and human features.</p> <ul style="list-style-type: none">• Identify the difference between rural and urban and identify that Horsforth is a settlement in an urban area.
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<p><u>Mapwork/fieldwork skills</u> <u>Curriculum Links:</u> 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.</p> <ul style="list-style-type: none">• Observe and record seasonal clues in the school environment.• Complete weather diary and report.	<p><u>Mapwork/fieldwork skills</u> <u>Curriculum Links:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <ul style="list-style-type: none">• Locate and label the UK, its countries, capital cities and seas on a map.	<p><u>Mapwork/fieldwork skills</u> <u>Curriculum Links</u> 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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none">• Explore and record the features of the school ground using and aerial photo and observing first hand.• Explore and record the features of our local area- a LOCAL WALK• Use directional language to recount the local walk.• Recognise the symbols on an ordnance survey map.• Create a map of the local area.
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<p>Year 2: Autumn 1 <u>Continents and Oceans</u> <u>Local links</u></p> <p><u>Diversity</u></p>	<p>Year 2: Spring 1 <u>Hot and Cold Places</u> <u>Local Links</u> Comparisons with our local area- Weather patterns How cold is it in Leeds in winter? Leeds City Museum – Snow Animal Adventures Lotherton Hall – Habitats <u>Diversity</u> Compare life in Leeds to life in the cold/hot places.</p>	<p>Year 2: Summer 1 <u>Contrasting Locality: Zambia</u> <u>Local Links</u> Yorkshire Wildlife park- African Safari animals</p> <p><u>Diversity Links</u> Comparisons with our local area: Weather, jobs Life in Zambia- Mugurameno village</p>
<p><u>Enquiry Question:</u> What is the difference between a continent and an ocean?</p>	<p><u>Enquiry Question:</u> Where are the hot and cold places of the earth?</p>	<p><u>Enquiry Question:</u> How is Mugurameno in Zambia different to Leeds in England?</p>



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<p><u>Locational and Place Knowledge</u> <u>Curriculum links:</u> Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical vocabulary to refer to key physical features and human features.</p> <ul style="list-style-type: none">• Name the continents and oceans of the world.• Identify the physical and human features of a continent.• Share my understanding of a continent.	<p><u>Locational and Place Knowledge</u> <u>Curriculum links:</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none">• Recognise the features of a hot and cold place.• Explore a hot or cold place.• Identify and describe animals that live in a hot or cold place and recognise how they adapt.• Compare a pack list for a trip to a hot or cold place.• Describe what you might see in a hot or cold place.	<p><u>Locational and Place Knowledge</u> <u>Curriculum links:</u> Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to key physical features and human features.</p> <ul style="list-style-type: none">• Describe Zambia's physical and human features.• Compare how the people of Mugurameno use the River Zambezi with the ways in which we use river Aire, Wharfe or Ouse.• Find out about food in Mugurameno and how it is prepared.• Explain how the people of Mugurameno protect themselves make use of animals in their everyday lives.
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<p><u>Mapwork and Fieldwork skills</u> <u>Curriculum Links:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.</p> <p>Use world maps, atlases and globes to identify continents and oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <ul style="list-style-type: none">• Use a map to locate where Horsforth is in the world.• Locate the continents and oceans on a world map.• Use simple map references to explain how to get from Europe to Africa. <p>Describe where different continents are located using simple compass directions and directional language.</p>	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum links:</u> Use world maps, atlases and globes to identify countries, continents and oceans.</p> <ul style="list-style-type: none">• Locate hot and cold places on a world map.	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links:</u> Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <ul style="list-style-type: none">• Locate Zambia on a world map.• Locate the village of Mugurameno on a map of Africa.• Use simple map references to locate Zambia in the atlas and describe how to get from Zambia to Leeds.
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Lower Key Stage Two

NC Subject Content

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Mapwork/Fieldwork skills

By the end of Lower KS2 pupils will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will also have engaged with materials available on the Oddizzi website. They will have had regular opportunities to use and play with a variety of maps, globes and atlases. This includes the online interactive map in the Oddizzi website and the downloadable map worksheets.



<p><u>Year 3- Autumn 1</u> Climate Zones Local Links</p> <p>Diversity</p>	<p><u>Year 3- Spring 1</u> North America Local Links</p> <p>Diversity Compare US to Leeds.</p>	<p><u>Year 3 Summer 1</u> Our Local Area- Horsforth Local Links Horsforth Museum Local council</p> <p>Diversity</p>
<p><u>Enquiry Question:</u> What is the difference between weather and climate?</p>	<p><u>Enquiry Question:</u> What is North America like?</p>	<p><u>Enquiry question:</u> What is it like to live in Horsforth?</p>
<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Describe and understand key aspects of physical geography, including: climate zones</p> <ul style="list-style-type: none"> Identify the different lines of latitude and how latitude is linked to climate. Locate different climate zones and explain the difference between the Northern and Southern Hemispheres. Compare temperate and tropical climates. Explore weather patterns within a climate zone. Identify characteristics of each climate zone. 	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, and time zones (including day and night).</p> <p>Describe and understand key aspects of: physical geography, And human geography of North America.</p> <ul style="list-style-type: none"> Locate North America on a world map and explore the landscape. Explore the physical geography of the Rockies. Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. Compare the landscapes of different US states. Compare New York State, New York City and Leeds. 	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns: and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Describe the location of Horsforth in relation to other places around it. Describe distinctive human and physical features of Horsforth. Investigate how Horsforth has changed over time.



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<p><u>Mapwork and Fieldwork skills</u> <u>Curriculum Links:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none">• Locate the different climate zones on a world map.	<p><u>Mapwork and Fieldwork skills.</u> <u>Curriculum Links:</u> Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none">• Locate North America on a world map.• Use world maps to identify the position and significance of lines of latitude and longitude including the Equator and the Tropics of Cancer and Capricorn.• Use map references to locate specific places within the continent.• Identify countries within North America and states within the USA.	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none">• Use aerial photos of Horsforth to describe physical and human features of the area.• Carry out fieldwork to observe, measure, and record a range of data on the physical and human features of Horsforth.• Find evidence of change in the local area.• Use an ordnance survey map to identify local landmarks and features.• Use four figure grid references to identify where local landmarks are on an OS map.• Record features on a sketch map.• Use maps to investigate how Horsforth has changed over time.
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<p><u>Year 4: Autumn 1</u> Rivers <u>Local links</u> Field work: River Aire/Thwaites Water Mill Canal and River Trust Nell bank- river workshop The 2015 Leeds Boxing Day Floods • What Happens When it Floods? • MyLearning</p> <p><u>Diversity Links</u></p>	<p><u>Year 4: Spring 1</u> Rainforests <u>Local links</u> Tropical World- Roundhay</p> <p><u>Diversity Links</u></p>	<p><u>Y4: Summer 1</u> The Amazon Basin <u>Local Links</u> Lotherton Hall – Rainforest Habitats</p> <p><u>Diversity Links</u> Different cultures</p>
<p><u>Enquiry Question:</u> Why are rivers so important?</p>	<p><u>Enquiry Question:</u> Why are rainforests so important?</p>	<p><u>Enquiry Question:</u> What is significant about the Amazon Basin?</p>
<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u></p> <p>Describe and understand key aspects of physical geography, including: rivers and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> • Describe the water cycle and explain what a river is. • Describe how rivers are used around the world. • Identify the stages and features of a river and the way land use changes from the source to the mouth. • Recognise and explain how human activity affects rivers. 	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> • Recognise what a rainforest is and describe the location of the world's rainforests. • Recognise the different layers of life in a rainforest. 	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.</p> <p>Identify the position and significance of the Equator.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p> <ul style="list-style-type: none"> • Locate South America and identify its physical and human features. • Identify the time in South America.



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<ul style="list-style-type: none"> • Recognise and explain how flooding affects communities. • Identify the key characteristics of one of the world's longest rivers. 	<ul style="list-style-type: none"> • Recognise the features that make up a rainforest. • Describe the key characteristics of the Congo. • Describe and explain the impact of the deforestation of the rainforests. • Explain the importance of the Amazon Rainforest. 	<ul style="list-style-type: none"> • Compare key facts about Brazil with our country. • Identify the key characteristics of the Amazon Basin. • Share knowledge of the Amazon Basin.
<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> • Locate the world's longest rivers on a world map. • Use aerial images to identify the stages and features of a river. <p>Use resources and online maps to identify key characteristics of one of the world's longest rivers.</p>	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u> Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <ul style="list-style-type: none"> • Locate the world's rainforests on a map and describe their pattern with reference to significant lines of latitude. 	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> • Locate South America on a world map. • Locate the countries and capital cities of South America on a map.

Upper Key Stage Two

NC Subject Content

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Mapwork/Fieldwork Skills

By the end of Upper KS2 pupils will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have engaged with materials available on the Oddizzi website. They will have had regular opportunities to use and explore a variety of maps, globes and atlases. This includes the online interactive map on the Oddizzi website and the downloadable map worksheets.



<p><u>Y5- Autumn 1</u> Mountains <u>Local Links</u> The Three Peaks- Yorkshire Dales</p> <p><u>Diversity Links</u></p>	<p><u>Year 5- Spring 1</u> Volcanoes and Earthquakes <u>Local Links</u></p> <p><u>Diversity Links</u> Comparisons-Life choices- Why live near a volcano? Are people still living near a volcano now?</p>	<p><u>Year 5- Summer 1</u> European Region- France- Paris <u>Local Links</u></p> <p><u>Diversity Links</u></p>
<p>Enquiry Question: What is the difference between a mountain and a hill?</p>	<p>Enquiry question: Why are volcanoes and earthquakes so destructive?</p>	<p>Enquiry Questions:</p>
<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Describe and understand key aspects of physical geography, including: mountains.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p> <p>Name and locate key topographical features of the UK (including mountains)</p> <ul style="list-style-type: none"> • Describe what a mountain is. • Describe the features of mountains and how they are formed. • Describe the climate of the mountains and explain mountain life. • Explore the UK's highest peaks. • Recognise the importance of the Himalayas for the people living in the region. • Research a world-famous mountain or mountain region. 	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p> <ul style="list-style-type: none"> • Identify and label the structure of the Earth. • Describe what happens at the boundaries of the Earth's plates. • Describe key features of a volcano. • Find out facts about famous earthquakes. • Identify the effects of earthquakes on land and people. • Identify the help people need after an earthquake. • Identify how to prepare for an earthquake. • Describe effects of a volcanic eruption. • Advantages and disadvantages of living near a volcano. 	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <ul style="list-style-type: none"> • Find out some of Europe's characteristics. • Explore different European cuisine. • Describe why the Mediterranean attracts tourists. • Compare and contrast news stories about the Mediterranean. • Compare life in Paris with life in Leeds.



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<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> • Locate the world's 'seven' summits on a map using an atlas and map index. • Locate the UK's highest mountains on a map using an atlas and map index. • Use scale bars and online mapping tools to measure distances. (digimaps) 	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • Label a map of the Earth's plates. • Locate where some famous earthquakes have occurred on a world map. • Locate some famous volcanoes on a range of maps including the Pacific Ring of Fire map. 	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> • Locate Europe on a world map. • Locate some of Europe's countries and capitals using maps, atlases, globes and aerial views. • Locate France and Paris and use maps and aerial views when comparing life in modern Paris with life in Leeds.
<p><u>Y6 Autumn 1</u> <u>The United Kingdom</u></p> <p><u>Local Links</u></p> <p><u>Diversity Links</u> Different cultures Inequality News items</p>	<p><u>Y6 Spring 1</u> <u>Coasts</u></p> <p><u>Local Links</u> Yorkshire Coastline- Holderness Coast</p> <p><u>Diversity Links</u></p>	<p><u>Y6 Summer 2</u> <u>Our Local Area- Leeds, West Yorkshire</u></p> <p><u>Local Links</u></p> <p><u>Diversity Links</u></p>
<p><u>Enquiry question:</u> Why is our capital city so special?</p>	<p><u>Enquiry question:</u> Why is the Holderness coastline under threat?</p>	<p><u>Enquiry Questions:</u> What does the city of Leeds have to offer?</p>



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<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none">• Compare and contrast the different countries of the UK.• Identify physical characteristics of the UK.• Understand how people have affected the UK's landscape.• Describe and explain the sorts of industries in which people in the UK work.• Understand the different types of energy sources used in the UK.• Evaluate the advantages and disadvantages of wind energy.	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <ul style="list-style-type: none">• Explain what a coastline is.• Identify features of the coast including arch, stack, cave, sand dunes and mudflat.• Explore famous coastlines of the UK.• Understand how erosion has changed a coastline overtime.	<p><u>Locational and Place Knowledge</u> <u>Curriculum Links</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <ul style="list-style-type: none">• Describe key physical and human features of Leeds.• Understand local, regional, national and international links to Leeds.• Investigate how Leeds meet the needs of its people.
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<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none">• Review and locate the four countries, capital cities and surrounding seas of the UK.• Locate Leeds and other major cities and regions of the UK on a map.• Use atlases to plan a road trip around the UK.• Locate and investigate the UK's national parks.• Locate key energy sources around the UK.	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none">• Locate famous coastlines of the UK on a map.	<p><u>Mapwork and Fieldwork Skills</u> <u>Curriculum Links</u> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none">• Locate the Leeds and Horsforth. in relation to other places (continent, region, city, local suburb).• Use an aerial photo to describe the key physical and human features of Leeds.• Use road maps to investigate sites of interest at a range of distances from Horsforth- annotate their locations and distances using scale on a map and compass points.• Use fieldwork to gather data as to how Leeds meets people's needs and create a simple land use map.• Devise symbols and a key and reference key sites using six figure grid references.
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