



Castleside Primary School

Geography Long Term Planning



Rationale for Geography Planning:

EYFS planning is based on the Early Years Foundation Stage curriculum and is repeated annually. In EYFS, geography is covered with Knowledge of the World. The geography curriculum is planned for single age classes across KS1 and on a four-year cycle across KS2 to ensure full coverage of the National Curriculum. In 2019/2020, all classes are studying Cycle C.

In KS1, 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.

In KS2, 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Golden Threads running through the geography curriculum include current affairs, trade, climate, mapping skills and fieldwork and link to other subjects across the curriculum to embed knowledge and understanding.

	Autumn Term	Spring Term	Summer Term
EYFS	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment. 	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another
Year 1	<ul style="list-style-type: none"> • Fieldwork and geographical skills – surveys (linked to Aquarium trip) • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical 	<ul style="list-style-type: none"> • Human and physical changes – comparing village, town and city (supported by bus trip from Castleside to Consett to Newcastle); • Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the 4 countries of the UK and the surrounding seas; • Fieldwork and geographical skills (linked to trip to coast) • Use basic geographical vocabulary to refer to: key

	<p>features; devise a simple map;</p> <ul style="list-style-type: none"> Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 		<p>physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Year 2	<ul style="list-style-type: none"> Fieldwork and geographical skills – surveys (linked to Aquarium trip) Maps- sketch maps, using simple grid references and designing a key; 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. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country; Name, locate and identify characteristics of the 4 countries of the UK, capital cities and the surrounding seas; Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> Fieldwork and geographical skills (liked to trip to coast) Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Name and locate the world's 7 continents and 5 oceans.
KS2 Cycle A	<p>Maps and Mapping</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Italy Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Volcanoes, comparing regions, city and country (https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes) UKS2: Tourism, trade and internal migration. 	<p>Lake District Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Water (water cycle) (https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle) Tourism UKS2: Water and energy use (https://www.geography.org.uk/investigating-resources-at-key-stage-1-2) Mountains

	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> LKS2: Human and physical geography of our local area (https://www.geography.org.uk/Artful-Maps-resource) UKS2: British Values and Geography (https://www.geography.org.uk/teaching-resources/british-values-geography) 		<ul style="list-style-type: none"> Lake District to be compared to previous unit on Italy, notably mountains and tourism.
<p>KS2 Cycle B</p>	<p>Maps and Mapping</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure</p>	<p>California Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Earthquakes, land use and tourism. (https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis) UKS2: Gold rush (economic activity <i>maths link</i>), time zones and alternative energy sources. (<i>Link to art – Pop Art – David Hockney's California</i>) 	<p>Alaska Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Minerals (<i>link to rocks and soil in science</i>) Time zones (<i>Maths link</i>) Mapping settlements. UKS2: Climate, land use and population density (compare to other states) (<i>link to 8-digit numbers in maths</i>) Alaska to be compared to previous unit on California to highlight diversity in states.

	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> LKS2: Mapping our local area through fieldwork. Emotional mapping (https://www.geography.org.uk/teaching-resources/map-bike-walk) UKS2: Rivers (https://www.geography.org.uk/teaching-resources/flooding-case-studies) <i>Water Cycle</i> (https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle) 		
<p>KS2 Cycle C</p>	<p>Maps and Mapping</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>St Lucia</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Island, mapping, seas and oceans, land use, mountains and climate. UKS2: Volcanos, mapping land forms, climate and trade (https://www.geography.org.uk/teaching-resources/investigating-mountains- 	<p>India</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Trade (tea industry in Nilgiri Hills), economic activity (boom in computing industry compared to traditional farming), land use. UKS2: Climate zones and rivers, comparing settlements, human geography – life as a child in India (<i>link to RRSA and dispelling stereotypes</i>), poverty vs wealth. (<i>Link to art/DT - Paisley and batik</i>) Units firmly rooted in global geography and continental knowledge. Compare to previous unit – what challenges do both countries

	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> LKS2: Human and physical geography of our local area (https://www.geography.org.uk/Artful-Maps-resource) UKS2: Geographical surveys (visit to Durham City, meander of river, exploring the peninsula and surveying visitors.) 	<p>volcanoes).</p>	<p>face? Compare climates and position in relation to equator.</p>
<p>KS2 Cycle D</p>	<p>Maps and Mapping</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Australia Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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> <p>LKS2: Climate zones, desert, rainforest and biomes (habitats) UKS2: Tourism, immigration and emigration, population density and vegetation belts</p>	<p>Amazon Rainforest Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>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"> LKS2: Vegetation belt, habitats and different levels (e.g. canopy). UKS2: Natural resources, Amazon river, threats to conservation and global issues (<i>link to RRSA</i>) Units firmly rooted in global geography and continental knowledge. Compare to previous unit. Compare climates and position in

	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none">• LKS2: Mapping our local area through fieldwork. Emotional mapping (https://www.geography.org.uk/teaching-resources/map-bike-walk)• UKS2: Rivers (https://www.geography.org.uk/teaching-resources/flooding-case-studies) Water Cycle (https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle)		<p>relation to equator. How do the rainforests differ?</p>
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