



Manland Primary School-Long Term Curriculum Plan

Overview of Skills – Geography



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Comment and ask questions about the world around them Talk about things they have observed about the environment, things they have found and things they have seen Show care and concern for the environment		Talk about the features of their environment Talk about the features of their environment and how this is different to other environments		Know that the environment can be influenced by human activity Talk about things people can do to maintain the area they live in	
Year 1	Magical Mapping School and Local Area (Land Use) Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify land use around the school.		Wonderful Weather (Hot and cold places) 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. Communicate geographically Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Devise a simple map Use basic geographical vocabulary to refer to: key physical and human features.		Oh, I do like to be Beside the Seaside (Contrasting UK locality (beach)) Use basic geographical vocabulary to refer to: key physical and human features. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Identify seasonal and daily weather patterns in the United Kingdom. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map Use basic geographical vocabulary to refer to: key physical and human features. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). -Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	



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<p>Year 2</p>	<p>Queen and Countries Exploring our Country</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use maps to identify the UK and its countries. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use atlases and globes to identify the United Kingdom and its countries, capitals and seas. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 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 Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Harpenden V London U.K. locality Comparison London/Harpenden</p> <p>To investigate places Ask and answer geographical questions (what is this place like?, What do people do in this place?). Use aerial images and plan perspectives to recognise landmarks and basic physical features. To investigate pattern Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. To communicate geographically. 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. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Home and Away? Distant Locality Australian Landscape Aboriginal Stories</p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country. To investigate places Ask and answer geographical questions (what is this place like?, What do people do in this place?). Use maps to identify the UK and its countries. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify countries, continent and oceans studied. Name and locate the world's continents and oceans. To investigate patterns Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. To communicate geographically. 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. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	
<p>Year 3</p>	<p>Getting to know the United Kingdom</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and</p>	<p>What makes a settlement?</p> <p>Settlements and hill forts in Britain. Defining a settlement Looking at the history and progression over time to a certain area made my human geography.</p>	<p>Our World: Land, Sea and Air</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the Equator, Northern Hemisphere,</p>	<p>Extreme Earth: Volcanoes and Earthquakes</p> <p>Investigate patterns of earthquakes, mountains and volcanoes Explain own views about locations, giving reasons. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and their major cities, (including the location of Russia) identifying their main physical and</p>



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	understand how some of these aspects have changed over time.	Locating known British hill forts on a map. Analysing type of hill fort its purpose and population. Crafting own hill fort in replica model. Explaining its uses and known facts.	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	human characteristics. Describe geographical similarities and differences between countries.
Year 4	<p>Settlements</p> <p>Ask and answer geographical questions about the physical and human characteristics of location Describe key aspects of human geography, including: settlements and land use. Explain own views about location, giving reasons Study Anglo-Saxon and Viking settlements in the UK</p>	<p>Water cycle/Rivers</p> <p>Describe key aspects of physical geography, including: rivers and the water cycle. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe geographical similarities and differences between countries.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>	<p>Fieldwork/Local area</p> <p>Use fieldwork to observe 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. Describe how the locality of the school has changed over time.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	
Year 5	<p>Modern Greece and the UK</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Investigate patterns Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Our Natural Resources</p> <p>Land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial</p>	<p>Mapping</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>Mountains</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>



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		images compared with maps and topological maps - as in London's Tube map).	
Year 6	<p>Breath taking Biomes</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night.)</p>	<p>The March Across Countries</p> <p>Describe and understand key aspects of: physical geography, including: Historical borders of European countries during the Second World War.</p>	<p>South East Asian Adventure</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>