Vine Tree Primary Long-Term Plan for Geography 

At Vine Tree Primary School, we shape our Geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

Our Geography teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Learning Challenges are introduced in most sessions, encouraging children to take an active role in their learning, but also to help learning becoming sticky!

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| KEY STAGE 1 | AUTUMN 1 | SPRING 1 | SUMMER 1 |
| Year 1 | **Geography: Our Local Area**  **What's it like where we live?**  This unit focuses on the immediate locality where your class lives. The children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Consider the varying ‘scales’ of their experience: in an urban school, your locality will be different to that of a rural school. Maps you have drawn as examples are important to model the job of a map-maker for the class. The base map for the Big Finish in Week 6 will have a key and symbols created by the children. The children will also use and add to a classroom plan (Week 2) and practise sequencing events on a journey. Look up children’s addresses, mark them on a map and use parents’ local expertise and community insight. Reinforce their vocabulary through looking at photos and sketches. | **Geography: People and their Communities**  **Where in the world do these people live?**  In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for a focus on teaching about continents, and then moving children beyond just locational knowledge to a deeper understanding of place knowledge. As a teacher, we must be mindful of presenting simplistic, single-view images of countries or whole continents; how can we ever tell a complete view of a location? Balancing images and specific case study examples, even within a lesson, allows for challenges against stereotypes and misconceptions. | **Geography: Animals and their Habitats**  **Where do our favourite animals live?**  This unit gives a geographical context to children’s interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals’ homes are like and addressing misconceptions they might have. It offers a chance to introduce North and South America, which is studied in the KS2 Geography programme of study. |
|  | AUTUMN 1 | SPRING 1 | SUMMER 1 |
| Year 2 | **Geography: Seasons**  **What are seasons?**  In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather related vocabulary. | **Geography: Journeys – Food**  **Where does our food come from?**  This unit links the everyday experience of buying and eating food within the UK with the children’s growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study, with a suggested local shop, market or farm as a recommended visit. This will begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK and beyond. | **Geography: Our Wonderful World**  **What are the seven wonders of our world?**  In this unit, the children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders. |

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| KEY STAGE 2 | AUTUMN 2 | SPRING 2 | SUMMER 2 |
| Year 3 | **Geography: Climate and Weather**  **Why is climate important?**  In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity. | **Geography: Our World**  **Where on Earth are we?**  In an earlier unit, the children used several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations. | **Geography: Coasts**  **Do we like to be beside the seaside?**  In this unit, children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that ‘a picture is worth a thousand words’ – as primary geography is such a visual subject. Children need to be able to visualise what they are learning about not just know its ‘word label’. If field visits are not possible, the photographs can extend the children’s ‘virtual’ experience. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument. |
|  | AUTUMN 2 | SPRING 2 | SUMMER 2 |
| Year 4 | **Geography: The Americas**  **Can you come on a Great American Road Trip?**  In this unit the children, inspired by Johnny Cash singing ‘I’ve been everywhere’, travel the North and South American continents, and distinguish between the terms ‘continent’, ‘region’, ‘country’, ‘state’ and ‘city’ along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song ‘Route 66’ as the stimulus for creating an illustrated, labelled and annotated map of the historic route. | **Geography: Rivers and the Water Cycle**  **How does the water go round and round?**  This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK’s major rivers, the River Thames. Cameos of some of the world’s great rivers and mountain environments are included to extend children’s geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action. | **Geography: Earthquakes and Volcanoes**  **How does the Earth shake, rattle and roll?**  Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the ‘Pacific Ring of Fire’, the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. In the Big Finish, the children will make their own erupting volcano! |
|  | AUTUMN 2 | SPRING 2 | SUMMER 2 |
| Year 5 | **Geography: Changes in our Local Environment**  **How is our country changing?**  In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards the Big finish. | **Geography: Europe – A Study of the Alpine Region**  **Where should we go on holiday?**  In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series. | **Geography: South America – The Amazon**  **What is life like in the Amazon?**  In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series. |
|  | AUTUMN 2 | SPRING 2 | SUMMER 2 |
| Year 6 | **Geography: Global Warming and Climate Change**  **Are we damaging our world?**  In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. | **Geography: Our World in the Future**  **How will our world look in the future?**  In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead. | **Geography: Journeys – Clothes**  **Where does all our stuff come from?**  In this unit, the children will find out about the UK’s global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods. |