Farsley Springbank Primary School
Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	*Link to RE:* Where do we live and who lives there? *Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, NF texts and maps.*	What is life like in the Arctic? *Explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world and contrasting environments drawing on their experiences and what has been read in class.* *Link to RE:* Diwali *Explain some similarities and differences between life in this country and life in other countries*	How can we look after Farsley? *Explore the natural world around them making observations and drawing pictures of animals and plants.* Fieldwork – windspeed and direction using bubbles	*Link to Science:* Life cycles *Explore the natural world around them making observations and drawing pictures of animals and plants*	*Link to RE:* Ramadan *Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, NF texts and maps.*	Mapskills *Describe their immediate environment using knowledge from observation, discussion, stories NF texts and maps.* *Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, NF texts and maps.*
	As a key part of EYFS is following the children's interests the following ideas may be included during the year in order to increase geographical awareness: *map work as part of pirates (treasure maps), weather, seasons (covered throughout the year), basic directions as part of PE/maths, continuous provision: globes, books/atlases and maps.*					
Year 1	What was life like when grandparents were children? (small geography unit) *Geographical Skills and Fieldwork (L5) - local walk to identify different types of housing in the area.*	What is life like in Zambia? *World locational knowledge - name the seven continents and five oceans using globes, maps and atlases.* *Place knowledge and human and physical geography - comparing the physical and human geography of Farsley to a village in Zambia.*		Where would you like to explore? *World locational knowledge* *Human and physical geography – identify human and physical features of different countries.* *Geographical Skills*	Did the great fire of London make Britain a better or worse place? (small geography unit) *UK Locational Knowledge (L1) - name, locate and identify characteristics of the 4 countries and capital cities of the UK.*	Can you grow your own vegetables? Fieldwork *(part of science unit)* *Geographical Skills and Fieldwork - local walk to identify key physical and human features.*
Year 2	What are the significant events in the story of flight? *(history and geography split)* *Geographical Skills and Fieldwork – studying aerial photos, devise a simple map, use simple compass directions (NESW) and use locational and directional language.* Trip - Multiflight at Leeds Bradford Airport			How would my life be different in China? *World Locational Knowledge - name the seven continents and five oceans using globes, maps and atlases.* *Place knowledge -– compare life in Beijing to life in Farsley.* *Human and physical geography* *Geographical skills and fieldwork –Local walk in Farsley to identify human and physical features.* Trip - local walk - field work		Geography of Seaside *(history and geography spilt)* *UK Locational Knowledge - name, locate and identify characteristics of the four countries of the UK, surrounding seas, British seasides and islands.* *Human and physical geography - use basic geographical vocabulary to refer to key physical and human features of coastal regions of the UK.* Trip to Saltburn - Fieldwork/Surveys

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Year 3	How do we know what life was like from the Stone Age to the Iron Age? *(small geography unit)* *Place knowledge: Doggerland and UK settlements* *UK locational knowledge - name, locate and identify characteristics of the four countries of the UK and the surrounding seas. Understand how geographical regions of the UK have changed over time.*		How much did the Ancient Egyptians achieve? *(small geography unit)* *World locational knowledge – locate Egypt and the key features of this country using globes, maps and atlases.* *Human and physical geography*	Our Local Area – Pudsey *UK locational knowledge – name and locate counties, key physical and human features including cities* *Observe, measure and record weather using a range of methods including digital technologies* Fieldwork in Pudsey - land use	Mountains and Rivers *World Locational Knowledge– locate countries, major cities and key human and physical features in the world's seven continents.* *Human and physical geography – describe and understand key aspects of mountains and rivers* Rodley Canal Local Walk – Observational Fieldsketches and measuring river speed (pooh sticks)	
Year 4			Why should I visit India? *World locational knowledge – locate India, its major cities and key physical and human features.* *Place knowledge* *Human and physical geography – describe and understand key aspects of desert biomes and types of settlement.*		How can we save the world? *Human and physical geography - describe and understand key aspects of climate change and land use.* *Geographical Skills and Fieldwork* How can we make Farsley Springbank more sustainable? (Fieldwork - one week geography unit) *Human and physical geography – explore how we can be more sustainable in terms of settlement, land use, economic activity and the use of resources* *Geographical Skills and Fieldwork*	
Year 5	How can we save the rainforest? *World Locational Knowledge – locate countries and capital cities in South America.* *Place knowledge* *Human and physical geography – describe and understand key aspects of the Amazon rainforest, the world's seven biomes and economic activity including trade links*					What's the Earth's deadliest hazard? *World Locational Knowledge– locate countries, major cities and key human and physical features in the world's seven continents.* *Place knowledge – link to central America?* *Human and physical geography – describe and understand key aspects of volcanoes and earthquakes, and the distribution of natural resources including energy, food, minerals and water.* Digital technologies fieldwork – collating and recording richter scales
Year 6	How great was the impact of the Second World War on Britain? *(small geography unit)* *UK locational knowledge – locate geographical regions of the UK.* *Human and physical geography – identify key aspects of settlement and land use and describe how they have changed.*				Exploring Campania (Italy) *(comparison to Yorkshire)* *World locational knowledge and geographical skills – locate European countries on globes, maps and atlases.* *UK locational knowledge – name and locate counties.* *Place knowledge – understand geographical similarities and differences through the study of human and physical features in Yorkshire and Campania.* (Pen Y Ghent Fieldwork)	