

## Landgate School Long Term Planning 2019-2021 Geography

<b>Key Stage 2</b>		<p><b>Key stage 2 Intent:</b> Learners 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.</p>			
		<p><b>Key Stage Opportunities:</b> Learners access the curriculum through strategies including role play, stories, ICT input (Videos, Google Earth, and websites), sensory experiences, exploring artefacts and external visits. Learners are encourage to be actively involved in their learning and the learning of others.</p>			
		<b>Year A 2019-20</b>	<b>Year B 2020-2021</b>	<b>Year C 2021-2022</b>	<b>Year D 2022-2023</b>
<b>Key Focus:</b>		<u>Mountain ranges of the UK</u>	<u>deserts</u>	<u>River</u>	<u>Rainforest</u>
<b>Focus 1</b>	<b>Vocabulary and Knowledge:</b>	<p><b>Mountain, valley, range, foot, slope, summit, ridge, peak, face, Pennines, Snowdonia, Grampians, highest</b></p> <p>Mountain ranges using maps in the UK and around the world</p> <p>Identify a valley and the summit, foot and slope of a mountain.</p> <p>Begin to use a legend to find areas of higher ground on a map.</p> <p>Identify that not all mountains look the same.</p>	<p><b>Desert, sand, hot, cold, Sahara, Gobi, arid, Polar, ice</b></p> <p>Begin to know the locations of deserts across the world</p> <p>Begin to understand what a desert is.</p> <p>Begin understand how deserts are formed</p> <p>desert climates around the world</p> <p>how deserts are used by people</p> <p>about people and animals that live in the desert</p>	<p><b>River, source, basin, current, bank, mouth, erosion, stream, meander, valley, Nile, Amazon, Mississippi, Rhine, Congo</b></p> <p>Begin to understand the water cycle</p> <p>Identify the features of rivers</p> <p>how rivers around the world are used</p> <p>river pollution causes and effects</p> <p>famous rivers around the world</p>	<p>Rainforest, layers, forest floor, understory, emergent layer, canopy, South East Asian Rainforests, Australasian rainforests, Madagascar rainforest, Congo river basin rainforest, Amazon rainforest, Central American rainforest</p> <p>Locate where rainforests are in the world</p> <p>Begin to understand the layers of the rainforest</p> <p>climate of rainforests</p> <p>plants and animals that can be found in the rainforest</p> <p>Tribes of the rainforest</p>

				Begin to understand what deforestation is	
	<b>Key Skills:</b>	begin to identify and describe key feature  Label mountains across the UK using maps  Explain different ways areas of higher ground are shown on a map.	Use globes and atlases to identify deserts around the world Begin to describe desert climates	Begin to explain the water cycle in their own words  Begin to communicate about the features of rivers  Use globes and atlases to identify rivers around the world	Use maps to locate rainforests around the world  Communicate about the layers of the rainforest  Describe what life is like for tribes in the rainforest
	<b>Key Opportunities:</b>	Make a mountain range/ Draw a mountain range including the key features identified Visit Pennines or Lake district Virtual tour of mountain ranges Communicate key facts about Mountains – weather, how they were formed, tourism and its effects. Create a booklet about a chosen UK mountain range	Virtual tour of desert Communicate facts about desert Desert sensory trays for hot and cold	Virtual tours of rivers around the world Focus on a famous river and share information about it River sensory trays Make your own river using mod rock	Create a rainforest in a box showing the layers Create a rainforest sensory tray Watch video clips of rainforest from around the world
	<b>Key Focus:</b>	<u>Oceans</u>	<u>Investigating coasts</u>	<u>Extreme earth</u>	<u>Plants of the world</u>
<b>Focus 2</b>	<b>Vocabulary and Knowledge:</b>	<b>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean/ Antarctic Ocean and Arctic Ocean.</b>  Locate Oceans around the world characteristics of the different of oceans uses of the ocean	<b>Coastline, coast, bay, headland, beach, cliff, erosion coastal defence</b>  What coasts are and how they are formed Begin to understand how coastal erosion happens Find out about coastal defences Find out about different types of beaches including Britain's beaches Begin to find out about changes in Land use	<b>Earthquakes, volcanos, tsunami, natural disasters, extreme weather, tornado, drought, hot cold, equator, hottest, driest, coldest, wettest</b>  Find out about the earth's climate and extreme climates Find out about droughts Find area of extreme weather conditions around the world Know what an Earthquakes and where do they happen Know what a Tsunamis and what cause them	<b>Biomes, Tundra, Taiga, Temperate forest, Desert, grassland, Tropical rainforest, savannah, tropical grassland, ice</b>  Find out about some of the strangest plants from around the world  Explore what biomes are.  Exploring how plants survive in extreme environments.

			what are Volcanoes and how are they formed	Find out why some crops grow better in different parts of the world than others, and how plants get from the fields to our tables.
<b>Key Skills:</b>	Use globes, atlases and different maps identifying the oceans around the world Name the oceans Identify the Physical Features related to the ocean	Identify coastal area using maps Begin to explain what erosion is Identify physical features of coasts Describing coastal areas	Describe what a drought is and how it is caused Name examples of extreme weather communicate their knowledge of extreme weather in a variety of ways communicate their knowledge of earthquakes and Tsunami in a variety of ways use maps to identify areas that are prone to earthquakes use maps to identify volcanic areas convey their knowledge of volcanoes in a variety of ways	Locate plants on a world map and identifying the continent and country in which they can be found.  identify major biomes around the world  name some of the ways in which humans use plants
<b>Key Opportunities:</b>	Visit the Southport or Blackpool beach/ sea life centre Virtual tour of the oceans Make an ocean sensory tray	Coast visits such as Liverpool, Southport or Blackpool Case study about a chosen beach Sensory trays	Experience weather outside the classroom Watch videos of extreme weather, earthquakes, volcanoes and Tsunamis Make a volcano Role play earthquakes	Botanic Gardens Southport Virtual reality tours of different biomes Create biome models

Focus 3	<b>Key Focus:</b>	<u>Iceland</u>	<u>Italy</u>	<u>Scandinavia</u>	<u>Brazil</u>
	<b>Vocabulary and Knowledge:</b>	<p><b>Iceland, Europe, Reykjavik, capital city, glacier, Volcano, geyser, snow, ice</b></p> <p>Name, locate and identify characteristics of Iceland and its surrounding seas.</p> <p>Identify key physical and human characteristics, countries, and major cities</p>	<p><b>Italy, Europe, Rome, capital city, culture, landmarks, Alps, Apennine Mountains, Po river</b></p> <p>know where Italy is in the world know about the physical geography of Italy Find out about Pompeii, the Volcano and tourism know about the famous cities and landmarks of Italy Find out about life and culture in Italy</p>	<p><b>Norway, Denmark, Sweden, Finland, capital cities, town, country, human features, physical features, holiday</b></p> <p>Know the location of Scandinavian countries Explore the climate and weather of Scandinavia. understand why parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer</p>	<p><b>Brazil, Rio de Janeiro, carnival, jungle, rainforest, amazon, cities</b></p> <p>Know the location of Brazil including the continent it is in</p> <p>Look at the different regions of Brazil, and begin to understand the differences between them</p> <p>understand the importance of the Amazon rainforest Increase understanding of Brazilian culture</p>
	<b>Key skills:</b>	<p>Use globes, atlases and maps to identifying Iceland and Reykjavik</p> <p>Compare and contrast the physical attributes of the UK and Iceland</p>	<p>Identify Italy using globes and atlases locate the two main mountain ranges and longest river of Italy on a map Compare and contrast the physical attributes of the UK and Italy identify and discuss some of the most famous landmarks of the country, and find out where they are located</p>	<p>Locate Scandinavia's countries and major cities on a world map. use graphs and charts to explore the climate in Scandinavia identify the physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls identify some aspects of human geography of Scandinavia</p>	<p>Locate Brazil using globes and atlases Identify and begin to describe some of the natural features of Brazil Identify some of the popular tourist attractions in Rio de Janeiro Ask and answer questions about the culture of Brazil</p>
	<b>Key opportunities:</b>	<p>Make a Volcano. Look at the culture of Iceland. Investigate/ identify physical and human features Virtual tour of Iceland Sensory trays</p>	<p>Make a fact game about Italy Watch video clips of Italian cities Role play life in Italy Sensory trays related to Italy</p>	<p>Choose up to three Scandinavian countries to investigate Virtual tour/watch video clips of Scandinavian Communicate knowledge and understanding through writing and art work</p>	<p>compare and contrast the different areas of a given city role play a carnival Virtual tours of the rainforest/ cities</p>
Focus 4	<b>Key Focus:</b>	<u>Comparison UK v Iceland</u>	<u>Mexico vs UK</u>	<u>Spain vs UK</u>	<u>Natural resources</u>
	<b>Vocabulary and Knowledge:</b>	<b>Compare, same, different, human features, physical features, city,</b>	<b>Compare, same, different, human features, physical features, city,</b>	<b>Compare, same, different, human features, physical features, city,</b>	<b>Land use, fossil fuel, farming, underground, wind, solar,</b>

	<p><b>weather climate, Wigan, London, England, Iceland, Reykjavik</b></p> <p>Compare human and physical geological features between the UK and Iceland Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><b>weather climate, Wigan, London, England, Mexico, Mexico city</b></p> <p>Begin to know about the main regions of Mexico, and locating the major cities, the bordering countries, and the surrounding bodies of water know about the weather and climate of Mexico know about the physical geography of Mexico including deserts, jungles and mountains Begin to understand the difference and between climate and weather Know about Mexican culture, such festivals, food, sports and music &amp; dance</p>	<p><b>weather climate, Wigan, London, England, Spain, Madrid</b></p> <p>Compare and contrast Spain and the United Kingdom Know where Spain is in the world</p> <p>know about the physical geography of Spain know about the human geography of Spain know about the region of Catalonia understand the importance of tourism to Spain</p>	<p><b>hydropower, Geothermal, gas, renewable</b></p> <p>Begin to understand what natural resources are Begin to understand how energy is produced Begin to understand what clean and renewable natural resources are and how they are used to produce electricity Begin to understand how natural materials are used in their homes such as glass shower screens or wooden furniture Begin to understand how products such as steel, glass and concrete are made and used</p>
<b>Key Skills:</b>	<p>Investigate/ identify physical and human features. Compare physical and human features what are the same/different</p>	<p>Locate Mexico, major cities and bordering countries using maps Compare and contrast Mexico to the UK</p> <p>Identify and communicate about the human and physical features of Mexico</p>	<p>Identify Spain, the bordering countries, seas and oceans, as well as the island groups that are part of Spain using maps Identify three main climate zones of Spain Ask and answer questions about Spain</p>	<p>Begin to identify some of Britain's natural resources Describe some natural resources and land uses in Britain Identify some ways in which natural resources are used to produce energy. Name some clean and renewable natural resources and describe how they are used to produce electricity Categorise some of the ways in which natural resources are used in the home</p>
<b>Key Opportunities:</b>	<p>Watch video clips Create a poster or leaflet comparing Iceland and the UK Create sensory trays for UK climate and Iceland climate to compare</p>	<p>Role play Mexican festivals create artefacts virtual tours sensory tray</p>	<p>Create an advertisement or role-play designed to entice tourists to visit Watch video clips Sensory trays related to climate</p>	<p>Make own wind turbine? Models of clean energy Visit Heysham power station</p>

<b>Focus 5</b>	<b>Key Focus:</b>	<u><b>South America</b></u>	<u><b>Europe</b></u>	<u><b>North America</b></u>	<u><b>Investigate India</b></u>
	<b>Vocabulary and Knowledge:</b>	<p><b>Continent, countries, Cities, Andes, tropical, rainforest, rivers, landmarks, weather, climate</b></p> <p>Know that South America is a continent made up of twelve countries</p> <p>Begin to understand what climate zones are zones are including different climates, such as temperate, arid and subtropical, and describe the features of these</p> <p>Know key facts about the Andes</p> <p>Know key facts about the human and physical geography of South America</p> <p>Begin to understand about trade and industry in South America</p>	<p><b>Continent, Europe, countries, Cities, London, Paris, rivers, mountains, landmarks, weather, climate</b></p> <p>Know the location of Europe and the countries that form part of Europe</p> <p>know that the UK is a country in Europe</p> <p>Begin to understand about human features of different European countries, including flags, currencies and governments.</p>	<p><b>Continent, North America, countries, Cuba, USA, Canada, Mexico, Guatemala, Cities, mountains, landmarks, weather, climate</b></p> <p>Know the location of North America and the countries that form part of North America</p> <p>Develop knowledge of climate zones and find out about different climate zones in North America</p> <p>Begin to understand time zones, explore the various time zones of North America and how these compare to other time zones around the world.</p>	<p><b>India, Monsoon, Himalayas, Tajo Mahan, Ganges, New Delhi, culture</b></p> <p>Know the location of India in the world in relation to the UK</p> <p>Know the difference between human and physical features</p> <p>Develop knowledge of various aspects of Indian culture, including clothing, religion, food and architecture</p>
	<b>Key Skills:</b>	<p>identify South America as a continent and start to identify some of its features</p> <p>Name some of the countries of South America and locate them on a map</p>	<p>Identify the seven continents of the world</p> <p>compare Europe with other continents in terms of its size and features</p> <p>identify the major capital cities of Europe using maps</p> <p>Identify key physical features of Europe</p>	<p>name the countries of North America and identify them on a map</p> <p>Identify human and physical geological features of North America.</p> <p>Identify famous features of North America such as the Grand</p>	<p>locate India on a world map and identify some of its surrounding countries</p> <p>identify the mountain ranges and major rivers in India</p> <p>identifying different geographical features in different Indian cities</p>

		Describe some Human and Physical geological features of South America  compare an area of South America with the UK	use a variety of sources of information to find out about a chosen country	Canyon, Niagara falls, panama canal and the Hoover Dam.  Identify North American capital cities and match them to their countries	identify similarities and differences in the human and physical features of India and the United Kingdom
	<b>Key Opportunities:</b>	Research an area of South America and communicate the information in a variety of ways Create a sensory book about area of South America Watch video clips/ virtual tours	match European flags to their countries create a fact file about different European countries video clips sensory trays	Find out about a country in North America and communicate about the human and physical features video clips sensory trays	Virtual tours Role play Investigate artefacts
<b>Focus 6</b>	<b>Key Focus:</b>	<u>Local Area - Maps</u>	<u>Local Area -Geographical Features</u>	<u>Local Area -Waterways</u>	<u>Local Area -Fieldwork</u>
	<b>Vocabulary and Knowledge:</b>	<b>Atlas, map, key, symbol, Ordnance survey, grid reference, direction, coordinates</b>  Know the location of the UK, the school and where they live using maps at different scales  Begin to understand map keys and symbols	<b>Settlement, land use, map, computer mapping, Ordnance Survey maps, eight point of compass, key, symbol</b>  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  Finding out why symbols and keys are useful when using maps.	<b>River, stream, lake, canal, reservoir, pond, human features, physical features</b>  Use fieldwork to observe, measure, record and present the waterways in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	<b>Map, Symbol, Street view, Bird's eye view, Satellite view, Compare, Similarities, Differences , Follow</b>  Use fieldwork to observe, measure, record and present the in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  Understand the link between symbols and real places on a field trip
	<b>Key Skills:</b>	Name different types of maps and explain some key features of maps.  Draw a simple sketch map of the school and local area.	Design a map, referring to key human and physical features  look at some maps of towns and cities, describing what can be seen	Investigate features and processes through fieldwork e.g. a local river investigation, trade through local ports, local patterns of land use and use this first-hand experience to help study & compare other places.	Use simple fieldwork and observational skills to study the geography of their school and surroundings.

		<p>Identify map symbols</p> <p>Identify human and physical features of the local area</p>	<p>Use symbols and keys of their own to explore their local area, taking notes and photos of what they see along the way.</p>		<p>develop skills of geographical enquiry in relation to features of the local environment</p> <p>identify and record significant local features</p> <p>Compare maps</p>
	<p><b>Key Opportunities:</b></p>	<p>Plan a route around the local area using a map and compass</p> <p>Visit the local area, spot key human and physical features and then draw the correct map symbol or match the symbol</p>	<p>Local landmark, Haigh hall, hills</p> <p>Create maps</p> <p>Plan routes</p> <p>Identify features using symbols</p>	<p>Visit local canals, rivers, lakes and reservoirs</p> <p>Create maps</p> <p>Photo journey</p> <p>Label feature</p>	<p>Use ICT to create a map of our fieldwork route.</p> <p>Hyperlink photos, symbols and text onto a base map.</p> <p>Make a journey stick</p>