




















St. Joseph's R.C. Primary School
 Geography Long Term Curriculum Plan



	Autumn	Spring	Summer
R	Exploring Maps and Outdoor Adventures 		
1	What is it like here? 	What is the weather like in the UK? 	What is it like to live in Shanghai? 
2	Would you prefer live in a hot or cold place? 	Why is our world so wonderful? 	What is it like to live by the coast? 
3	Why do people live near volcanoes? 	Who lives in Antarctica? 	Are all settlements the same? 
4	Why are rainforests important to us? 	Where does our food come from? 	What are rivers and how are they used? 
5	What is life like in the Alps? 	Why do oceans matter? 	Would you like to live in the desert? 
6	Why does population change? 	Where does our energy come from? 	Can I carry out an independent fieldwork? 

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R	Autumn	Spring	Summer
Reception	<p>Exploring Maps WALT: find and name familiar features on maps WALT: consider shapes and positions of features when making a map WALT: build and describe a model of a familiar place WALT: describe a journey using found objects as prompts WALT: explore a range of maps WALT: apply their knowledge of maps to make their own</p> <p>Outdoor Adventures WALT: explore natural objects using the senses WALT: explore and make observations of the world around them WALT: describe the effects of different weather conditions WALT: use the sense to observe and talk about experiences whilst outside WALT: begin to notice some of the features of the changing seasons WALT: begin to recognise seasonal weather conditions</p> <p><u>ELG: Understanding the World – People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><u>ELG: Understanding the World – The Natural World</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		

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1	Autumn	Spring	Summer
	What is it like here? Hot and Cold Task Knowledge Organiser	What is the weather like in the UK? Hot and Cold Task Knowledge Organiser	What is it like to live in Shanghai? Hot and Cold Task Knowledge Organiser
Year 1	WALT: locate the school on an aerial photograph Lesson 1: Where in the world are we?	WALT: locate the four countries of the UK Lesson 1: Where is the UK?	WALT: recognise physical and human features Lesson 1: What can we see in our local area?
	WALT: create a map of the classroom Lesson 2: What can we see in our classroom?	WALT: identify seasonal changes in the UK Lesson 2: What are the four seasons?	WALT: draw a sketch map Lesson 2: Can we map our local area?
	WALT: locate key features of the playground Lesson 3: What can we find in our school grounds?	WALT: identify the four compass directions Lesson 3: What are the compass directions?	WALT: name and locate some continents on a world map Lesson 3: Where in the world is China?
	WALT: draw a simple map Lesson 4: Where are the different places in our school?	WALT: investigate daily weather patterns Lesson 4: What is the weather like today?	WALT: identify physical and human features of a non-European country Lesson 4: What can you see in China?
	WALT: investigate how we feel about our playground Lesson 5: How do we feel about our playground?	WALT: identify daily weather patterns in the UK Lesson 5: Is the weather the same everywhere in the UK?	WALT: describe what it is like in Shanghai Lesson 5: What is Shanghai like?
	WALT: create a design to improve our playground Lesson 6: Can we make our playground even better?	WALT: understand how the weather changes with each season Lesson 6: How do people prepare for the weather?	WALT: compare Shanghai to a small area of the UK Lesson 6: How is Shanghai different from our local area?

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2	Autumn	Spring	Summer
	<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p> <p style="text-align: center;">Hot and Cold Task Knowledge Organiser</p>	<p style="text-align: center;">Why is our world so wonderful?</p> <p style="text-align: center;">Hot and Cold Task Knowledge Organiser</p>	<p style="text-align: center;">What is it like to live by the coast?</p> <p style="text-align: center;">Hot and Cold Task Knowledge Organiser</p>
Year 2	<p>WALT: name and locate the seven continents. Lesson 1: Where are the continents?</p>	<p>WALT: identify geographical characteristics of the UK Lesson 1: What are some of the UK's amazing features and landmarks?</p>	<p>WALT: locate the seas and oceans surrounding the UK Lesson 1: Where are the seas and oceans surrounding the UK?</p>
	<p>WALT: locate the North and South Poles Lesson 2: Where are the coldest places on Earth?</p>	<p>WALT: locate some of the world's most amazing places Lesson 2: Where are some of the world's most amazing places?</p>	<p>WALT: explain what the coast is Lesson 2: What is the coast?</p>
	<p>WALT: locate the Equator on a world map Lesson 3: Where is the Equator?</p>	<p>WALT: know the names of the five oceans and locate them on a map Lesson 3: Where are our oceans?</p>	<p>WALT: identify the physical features of the coast Lesson 3: What are the features of the Jurassic Coast?</p>
	<p>WALT: compare UK and Kenya Lesson 4: What is life like in a hot place?</p>	<p>WALT: understand how to draw human and physical features on a sketch map Lesson 4: What is amazing about our local area?</p>	<p>WALT: identify human features on the coast Lesson 4: How do people use Weymouth?</p>
	<p>WALT: investigate local weather conditions Lesson 5: Do we live in a hot or cold place?</p>	<p>WALT: investigate local habitats and record findings Lesson 5: What are natural habitats special?</p>	<p>WALT: investigate how people use the local coast Lesson 5: How do people use our local coast? (Data collection)</p>
	<p>WALT: identify key features of hot and cold places Lesson 6: Would you prefer to live in a hot or cold place?</p>	<p>WALT: understand how to present findings in a bar chart Lesson 6: How can we look after natural habitats?</p>	<p>WALT: present findings on how people use the local coast Lesson 6: How do people use our local coast? (Findings)</p>

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3	Autumn	Spring	Summer
	Why do people live near volcanoes? Hot and Cold Task Knowledge Organiser	Who lives in Antarctica? Hot and Cold Task Knowledge Organiser	Are all settlements the same? Hot and Cold Task Knowledge Organiser
Year 3	WALT: name and describe the layers of the Earth Lesson 1: How is the Earth constructed?	WALT: understand the position and significance of lines of latitude Lesson 1: What is climate?	WALT: describe different types of settlement Lesson 1: What is a settlement?
	WALT: explain how and where mountains are formed Lesson 2: Where are mountains found?	WALT: describe the location and physical features of Antarctica Lesson 2: Where is Antarctica?	WALT: identify the human and physical features in a local area Lesson 2: How is land used in my local area?
	WALT: explain why volcanoes happen and where they occur Lesson 3: Why and where do we get volcanoes?	WALT: describe the human features of Antarctica Lesson 3: Who lives in Antarctica?	WALT: discuss why physical and human features are in particular locations Lesson 3: Can I explain the location of features in my local area?
	WALT: recognise the negative and positive effects of living near a volcano Lesson 4: What are the effects of a volcanic eruption?	WALT: use four-figure grid references to plot Shackleton's route to Antarctica Lesson 4: Who was Shackleton?	WALT: describe how land use in the local area has changed Lesson 4: How has my local area changed over time?
	WALT: explain what earthquakes are and where they occur Lesson 5: What are earthquakes and where do we get them?	WALT: plan a simple route on a map using compass points Lesson 5: Can we plan an expedition around school?	WALT: identify land use in New Delhi Lesson 5: How is land used in New Delhi?
	WALT: observe and record the location of rocks around the school grounds and discuss findings Lesson 6: Where have rocks around the school come from?	WALT: follow instructions involving compass points and map a simple route Lesson 6: How did our expedition go?	WALT: compare land use in two different locations Lesson 6: How does land use in New Delhi compare with my local area?

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4	Autumn	Spring	Summer
	Why are rainforests important to us? Hot and Cold Task Knowledge Organiser	Where does our food come from? Hot and Cold Task Knowledge Organiser	What are rivers and how are they used? Hot and Cold Task Knowledge Organiser
Year 4	WALT: describe and give examples of a biome and find the location and some features of the Amazon Lesson 1: Where in the world are tropical rainforests?	WALT: explain the impact of food choices on the environment Lesson 1: How can our food choices impact the environment?	WALT: describe how the water cycle works Lesson 1: What is the water cycle?
	WALT: describe the characteristics of each layer of a tropical rainforest Lesson 2: What is the Amazon rainforest like?	WALT: understand the importance of trading responsibly Lesson 2: What does it mean to trade responsibly?	WALT: recognise the features and courses of a river Lesson 2: How is a river formed?
	WALT: understand the lives of indigenous peoples living in the Amazon rainforest Lesson 3: Who lives in the rainforest?	WALT: describe the journey of a cocoa Lesson 3: How do we get our chocolate?	WALT: name and locate some of the world's longest rivers Lesson 3: Where can we find rivers?
	WALT: describe why tropical rainforests are important and understand the threats to the Amazon Lesson 4: How are rainforests changing?	WALT: map and calculate the distance food has travelled Lesson 4: Where does our food come from?	WALT: describe how rivers are used Lesson 4: How are rivers used?
	WALT: understand how local woodland is used using a variety of data collection methods Lesson 5: How is our local woodland used? Data Collection	WALT: design and use data collection methods to find where our food comes from Lesson 5: Are our school dinners locally sourced?	WALT: identify and locate human and physical features on a map Lesson 5: What can we find out about our local river?
	WALT: analyse and present findings on how local woodland is used Lesson 6: How is our local woodland used? Findings	WALT: discuss the advantages and disadvantages of buying both locally and imported food Lesson 6: Is it better to buy local or imported food?	WALT: collect data on features of a local river Lesson 6: What features does our local river have?

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5	Autumn	Spring	Summer
	What is life like in the Alps? <u>Hot and Cold Task</u> <u>Knowledge Organiser</u>	Why do oceans matter? <u>Hot and Cold Task</u> <u>Knowledge Organiser</u>	Would you like to live in the desert? <u>Hot and Cold Task</u> <u>Knowledge Organiser</u>
Year 5	WALT: locate the Alps on a map Lesson 1: Where are the Alps?	WALT: explain the importance of our oceans Lesson 1: How do we use our oceans?	WALT: summarise the characteristics of a desert biome Lesson 1: What is a hot desert biome?
	WALT: locate the key physical and human characteristics of the Alps Lesson 2: What is it like in the Alps?	WALT: locate and describe the significance of the Great Barrier Reef Lesson 2: What is the Great Barrier Reef?	WALT: locate and explore features of deserts Lesson 2: Where are deserts located?
	WALT: describe the physical and human features of an Alpine region Lesson 3: Why do people visit the Alps?	WALT: explain the impact humans have on coral reefs and oceans Lesson 3: Why are our oceans suffering?	WALT: describe the physical features of a desert environment Lesson 3: What physical features are found in a desert?
	WALT: investigate what there is to do in the local area using data collection Lesson 4: What is there to do in our local area?	WALT: understand ways to keep our oceans healthy and begin planning a fieldwork enquiry Lesson 4: What can we do to help our oceans?	WALT: explain the different ways humans can use deserts Lesson 4: How can people use deserts?
	WALT: understand similarities and differences between the local area and Alpine area Lesson 5: How are the Alps different from our local area?	WALT: collect data on the types of litter polluting a marine environment Lesson 5: How littered is our marine environment? (Data collection)	WALT: describe some of the threats facing deserts Lesson 5: What are the threats to deserts?
	WALT: understand the human and physical geography of the Alps Lesson 6: What is life like in the Alps?	WALT: present, analyse and evaluate data collected Lesson 6: How littered is our marine environment? (Findings)	WALT: explore the similarities and differences between two physical environments Lesson 6: Would you like to live in desert?

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6	Autumn	Spring	Summer
	Why does population change? Hot and Cold Task Knowledge Organiser	Where does our energy come from? Hot and Cold Task Knowledge Organiser	Can I carry out an independent fieldwork? Hot and Cold Task Knowledge Organiser
Year 6	WALT: understand the change and distribution of the global population Lesson 1: How is the global population changing?	WALT: know why energy sources are important Lesson 1: Why is energy important?	WALT: develop an enquiry question Lesson 1: Developing an enquiry question.
	WALT: define birth and death rates and describe why they change Lesson 2: What are birth and death rates?	WALT: understand the benefits and drawbacks of different energy sources Lesson 2: What is renewable energy?	WALT: determine the most effective data collection methods for fieldwork Lesson 2: Creating data collection methods.
	WALT: recognise the push and pull factors influencing migration Lesson 3: Why do people migrate?	WALT: understand how energy is generated in the United States Lesson 3: How does the United States generate energy?	WALT: plan a route for a fieldwork trip Lesson 3: Mapping a route.
	WALT: begin to understand the impact climate change can have on the global population Lesson 4: How is climate change impacting the population?	WALT: know how energy sources are distributed in an area Lesson 4: How does the United Kingdom generate energy?	WALT: collect the data to answer the enquiry question Lesson 4: Collecting data.
	WALT: collect data showing how population impacts the amount of traffic and litter in an area Lesson 5: How is population impacting our environment? (Data collection)	WALT: explain reasons for choosing an energy source Lesson 5: What is the best way to generate energy?	WALT: determine an answer to the enquiry question Lesson 5: Analysing the data.
	WALT: write a report on the fieldwork process, analyse findings and make suggestions to improve a situation Lesson 6: How is population impacting our environment? (Findings)	WALT: collect and present data on where to position a solar panel on the school grounds Lesson 6: Where is the best place for solar panel on the school grounds?	WALT: present my findings Lesson 6: Presenting the data.