



Ings Farm Primary Long Term Plan

**Geography  
2019-2020**

**Skills &  
Processes**

1	Interpret a range geographical information, including maps, diagrams, globes and aerial photographs.
2	Collect, analyse and communicate with a range of data gathered through fieldwork.
3	Develop knowledge of the location of globally significant places, both terrestrial and marine.
4	Understand the processes that give rise to key physical and human features.
5	Understand the key physical and human features of the world and how these are interdependent and change over time.
6	Locate globally significant places including their defining physical and human characteristics.
7	Communicate geographical information through numerical and quantitative skills and writing at length.

**Skills & Processes involved - Indicate by term or C for continuous**

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7
Nursery	<b>Colours and Patterns.</b> Different seasons/weather. Changes to their environment in Autumn and Winter.	<b>Our World</b> Fruit and vegetables from different countries. Changes to their environment in Spring.	<b>The Seaside</b> Features of local environment.	C	C		T2			
Reception	<b>Our World</b> Features of immediate school environment and local environment. Changes to their environment in Autumn. Compare hot and cold countries.	<b>Space</b> Introduction of a world globe.	<b>The Seaside.</b> Features of local environment. Changes to their environment in Summer. Animals from around the World.	C						
Year 1	<b>Redcar and the UK</b> Name and locate countries and capitals in UK, weather patterns, human & physical features of Redcar.	<b>Hot and Cold Places (Kenya, Antarctica)</b> Location of hot and cold places in relation to equator and north and south poles. <b>Maps</b> Use simple compass points, use different photographs and maps, devise map.	Two topics in term 2	C	T1	T2				
Year 2	<b>Seaside</b> Use vocabulary for human & physical features, different photographs and maps.	<b>Study of a small area in a Non-European country (Bangladesh)</b> Similarities and differences to area of UK.	<b>The UK and the World</b> Name and locate countries and capitals in UK, name and locate the 7 continents and the 5 oceans.	C	T1	T2 T3				
Year 3	<b>France</b> Processes of physical and human geography - mountains and their formation, food, economic activity.	<b>The UK</b> Name and locate counties, regions and cities in the UK, key physical & human features.	<b>Redcar</b> Human and physical features, topographical features, land use, changes.	C	T2		T1	T2 T3	T3	
Year 4	<b>The Nordic Countries</b> Physical & human features, locational knowledge.	<b>The World and continents</b> Position and sig. of longitude, latitude, equator. N & S hemispheres; comparing regions in Yorkshire, Andalucía, Ontario - Toronto.	<b>Comparing Teesside and Carlton</b> Use OS maps, 4 & 6 figure grid references, similarities and differences, human & physical geography.	C		T2		T2 T3	T1 T2	
Year 5	<b>USA</b> Climate zones and mountains, types of settlement, land use, economic activity including trade links.	<b>Rivers</b> Describe and understand key aspects of rivers and the water cycle.	<b>Brazil</b> Human & physical geography, biomes and vegetation belts - deforestation in the Amazon Rainforest.				C	C	T1 T3	T1 T3
Year 6	<b>The World</b> Physical geography - volcanoes and earthquakes.	<b>China</b> Location, describe and understand key physical and human features.	<b>The UK</b> Locational knowledge, human geography: economic, natural resources, changes over time.	C			T1 T3	T1 T3	T2	C

Whole School											
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