

**ASHTON WEST END PRIMARY ACADEMY  
LONG TERM PLAN FOR SCHEME OF WORK**

<b>SUBJECT</b> Geography	<b>Foundation</b>	<b>YEAR GROUP</b> Years 1 and 2
	<i>*literacy opportunities suggestions</i>	

	<b>NC PROGRAMMES OF STUDY.</b>	<b>TITLE</b>	<b>KEY SKILLS</b>	<b>RESOURCES INCLUDING VISITS</b>
--	------------------------------------	--------------	-------------------	---------------------------------------

<b>YEAR 1</b>				
<b>AUTUMN 1</b>	<p>Location Knowledge: 1. name and locate the world's seven continents and five oceans</p> <p>Place knowledge: 1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical geography: 2. use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Geographical skills and fieldwork: 1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 2. use simple compass directions (North, South, East and West) and locational and directional language 3. to describe the location of features and routes on a map Geography 4. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Where is our school?</p> <p>*</p> <p><i>Questions</i></p> <p><i>Descriptions</i></p> <p><i>instructions</i></p>	<p>Take part in enquiry process. Use geographical terms. Undertake field work. Follow directions. Make maps and plans. Locate home locality. Follow a route. Use secondary sources. Compass directions Digital mapping</p>	<p>Map of school. Aerial view maps. Local maps eg large scale. Ordnance survey maps. Street maps. Computer software for drawing simple maps. Pictures of school from inside and outside. Local newspapers. Physical and Human features of the school.</p>

<p><b>AUTUMN 2</b></p>	<p>Location Knowledge: 1. name and locate the world's seven continents and five oceans</p> <p>Place knowledge: 1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical geography: 2. use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Geographical skills and fieldwork: 1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 2. use simple compass directions (North, South, East and West) and locational and directional language 3. to describe the location of features and routes on a map Geography 4. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>How has my local area changed?</p> <p>*</p> <p><i>Report</i> <i>Labels</i> <i>captions</i></p>	<p>Use geographical terms. Use maps and plans. Identify major geographical features. Use secondary sources. Human and Physical geography o the area. Where are we? World continents and oceans in relation to Ashton. Compass directions.</p>	<p>Ks1 globe and atlases. Postcards and pictures of places Espresso</p>
<p><b>SPRING 1</b></p>				

<b>SPRING 2</b>				
<b>SUMMER 1</b>				
<b>SUMMER 2</b>	<p>Location Knowledge:</p> <ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> <li>2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol> <p>Place knowledge:</p> <ol style="list-style-type: none"> <li>1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ol> <p>Human and Physical geography:</p> <ol style="list-style-type: none"> <li>2. use basic geographical vocabulary to refer to: key physical features and key human features.</li> </ol> <p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>2. use simple compass directions (North, South, East and West) and locational and directional language</li> <li>3. to describe the location of features and routes on a map</li> </ol> <p>Geography</p> <ol style="list-style-type: none"> <li>4. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ol>	<p>How is Australia different from the UK?</p> <p>*</p> <p><i>Story map</i></p> <p><i>Description</i></p> <p><i>retell</i></p>	<p>Ask geographical questions.</p> <p>Geographical vocabulary</p> <p>Express own views.</p> <p>Communicate in different ways.</p> <p>Use geographical vocabulary.</p> <p>Use globes, maps and plans.</p> <p>Use\ secondary sources.</p> <p>Make maps and plans.</p> <p>Compare and contrast between home and this place.</p> <p>Map work</p> <p>Compass directions.</p> <p>Labelling Australia on a map of the world in relation to Ashton.</p>	<p>Atlases. Pictures and photographs of an island.</p> <p>Materials for making a collage.</p> <p>Coordinates map of Australia.</p> <p>Pictorial map of Australia.</p>

	<p>map; and use and construct basic symbols in a key</p> <p>5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>			
<b><u>YEAR 2</u></b>				
<b>AUTUMN 1</b>	<p>Location Knowledge:</p> <p>1. name and locate the world's seven continents and five oceans</p> <p>Place knowledge:</p> <p>1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical geography:</p> <p>2. use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Geographical skills and fieldwork:</p> <p>1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>2. use simple compass directions (North, South, East and West) and locational and directional language</p> <p>3. to describe the location of features and routes on a map</p> <p>Geography</p> <p>4. use aerial photographs and plan perspectives to recognise</p>	<p>What makes up the UK?</p>	<p>Use geographical terms.</p> <p>Undertake field work.</p> <p>Make maps and plans.</p>	<p>Fieldwork visit.</p> <p>Photographs of the local area.</p> <p>Simple graphing software.</p> <p>Street plans.</p> <p>Visit off a Road safety Officer or lollipop person.</p> <p>City bricks etc</p>

	landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment			
<b>AUTUMN 2</b>				
<b>SPRING 1</b>	<p>Location Knowledge:</p> <ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> <li>2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol> <p>Place knowledge:</p> <ol style="list-style-type: none"> <li>1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ol> <p>Human and Physical geography:</p> <ol style="list-style-type: none"> <li>1. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ol> <p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>2. use simple compass directions</li> </ol>	<p>What is the weather like?</p> <p>*</p> <p><i>Labels</i></p> <p><i>Captions</i></p> <p><i>Report</i></p>	<p>Use geographical terms.</p> <p>Use maps and plans. Identify major geographical features.</p> <p>Use secondary sources.</p>	<p>KS1 globes and atlases.</p> <p>Barnaby Bear.</p> <p>Postcard and pictures of places Barnaby Bear visits.</p> <p>Wall maps</p> <p>Materials for constructing a bear</p> <p>Where in the world is BB Espresso</p>

	<p>(North, South, East and West) and locational and directional language</p> <p>3. to describe the location of features and routes on a map</p> <p>Geography</p> <p>4. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>			
<b>SPRING 2</b>				
<b>SUMMER 1</b>	<p>Location Knowledge:</p> <p>1. name and locate the world's seven continents and five oceans</p> <p>Place knowledge:</p> <p>1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical geography:</p> <p>1. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>2. use basic geographical vocabulary to refer to: key physical features and key human features.</p>	<p>What differences can we find between hot and cold places?</p> <p><i>* postcards Labels Captions Recount report</i></p>	<p>Use geographical terms.</p> <p>Take part in enquiry process.</p> <p>Use maps and plans</p> <p>Identify major geographical features.</p> <p>Use secondary sources.</p>	<p>maps, Globes., atlas</p> <p>Pictures of the seaside from modern and earlier times.</p> <p>Travel brochures</p> <p>Lucy and Tom go to the seaside by Shirley Hughes</p> <p>visit to the seaside eg Southport.</p> <p>Pictures and photographs of the seaside place.</p> <p>Seaside mat</p>

	<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>2. use simple compass directions (North, South, East and West) and locational and directional language</li> <li>3. to describe the location of features and routes on a map</li> </ol> <p>Geography</p> <ol style="list-style-type: none"> <li>4. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ol>			
<b>SUMMER 2</b>				

<b>SUBJECT Geography</b>	<b>KS 2</b>		<b>YEAR GROUP 3 and 4</b>	
<b>CYCLE</b>	<b>N.C. PROGRAMME OF STUDY</b>	<b>TITLE</b>	<b>KEY SKILLS</b>	<b>RESOURCES INCLUDING VISITS</b>
<b><u>YEAR 3</u></b>				
<b>AUTUMN 1</b>				
<b>AUTUMN 2</b>	<p>Location knowledge:</p> <ol style="list-style-type: none"> <li>1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ol> <p>Human and physical geography:</p> <ol style="list-style-type: none"> <li>1a. physical geography, including: climate zones, biomes and vegetation</li> </ol>	<p>What is a Lake?</p> <p>*</p> <p><i>Explanations</i></p> <p><i>Information texts</i></p> <p><i>Reports</i></p> <p><i>Question writing</i></p>	<p>Use and read globes, maps and plans.</p> <p>Draw and make plans.</p> <p>Using secondary sources and artefacts.</p> <p>Analyse evidence and draw conclusions.</p> <p>Identify and describe what places are like, for eg, weather and tourism.</p> <p>Recognise the physical characteristics of Lakes</p>	<p>Maps, pictures and photographs of lakes</p> <p>Globes.</p> <p>Information and books related to Lakes.</p> <p>Artefacts.</p> <p>Ipads and apps</p> <p>ICT resources</p>



	<p>belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>1b. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Place Knowledge:</p> <p>1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>Geographical skills and fieldwork:</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p>Explain why places are like they are.</p>	
<p><b>SPRING 1</b></p>	<p>Location knowledge:</p> <p>1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography:</p> <p>1a. physical geography, including:</p>	<p>How do the Great Lakes impact NE USA?</p> <p>*</p> <p><i>Explanations</i></p> <p><i>Information texts</i></p> <p><i>Reports</i></p> <p><i>Question writing</i></p>	<p>Use and read globes, maps and plans. Draw and make plans. Using secondary sources and artefacts. Analyse evidence and draw conclusions. Identify and describe what places are like, for eg, weather and tourism. Recognise the physical</p>	<p>Maps, pictures and photographs of lakes Globes. Information and books related to Lakes. Artefacts. Ipads and apps ICT resources</p>

	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>1b. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Place Knowledge:</p> <p>1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>Geographical skills and fieldwork:</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world .</p>		<p>characteristics of Lakes</p> <p>Explain why places are like they are.</p>	
<p><b>SPRING 2</b></p>	<p>Human and physical geography:</p> <p>1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>1. use maps, atlases, globes and</p>	<p>What effect does a volcano have on the local environment?</p> <p>*</p> <p><i>Information texts</i></p> <p><i>Reports</i></p> <p><i>Creative writing</i></p> <p><i>Research questions</i></p>	<p>Map work</p> <p>Label maps and geographical diagrams</p> <p>Collect and record information</p> <p>Physical features of a volcano or earthquake</p>	<p>Atlases</p> <p>Globes</p> <p>Ipads with apps</p> <p>Materials to make a volcano</p>

	digital/computer mapping to locate countries and describe features studied			
<b>SUMMER 1</b>				
<b>SUMMER 2</b>				
<b><u>YEAR 4</u></b>				
<b>AUTUMN 1</b>  <b>Combined topic across the Autumn Term with History.</b>	<p>Place Knowledge</p> <p>1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human</p> <p>Geographical skills and fieldwork</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>3. 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.</p>	<p>How did the Victorians used to live?</p> <p>What did they use the land for in Ashton?</p> <p>How was living similar and different?</p> <p>What was the population of Ashton like in the Victorian times?</p> <p>What did people do for a living in the Victorian times? How does that compare to life in Ashton in the present time?</p>	<p>Map work</p> <p>Label geographical diagrams</p> <p>Finding and recording information in a variety of ways</p> <p>Make comparisons of the local area over time and examine the use of land.</p>	<p>Atlases</p> <p>Online information</p> <p>Maps of the area over time</p>

<p><b>AUTUMN 2</b></p> <p><b>Combined topic across the Autumn Term with History.</b></p>				
<p><b>SPRING 1</b></p>	<p>Location knowledge: 1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge: 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 1b. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>How is Italy different from the UK? An investigation into the similarities and differences between our area and the human and physical features of an area of Italy.</p> <p>*</p> <p><i>Information texts</i> <i>Creative writing</i> <i>Research questions</i> <i>Reports</i></p>	<p>Map work Label maps and geographical diagrams Physical and human features of Italy Comparisons Collect and record evidence Use photographs Use secondary sources Explain why places are like they are</p>	<p>Atlases Maps Globes ICT resources Secondary sources Photographs</p>

<b>SPRING 2</b>				
<b>SUMMER 1</b>	<p>Location knowledge: 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge: 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>Human and physical geography: 1b. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork: 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3. use fieldwork to observe, measure, record and present the human and</p>	<p>How can we find our way?</p> <p>Investigating our local area- including mapping skills</p> <p>*</p> <p><i>Interview adults and children to find out if our locality has all the facilities that we need.</i></p> <p><i>Devise and complete a questionnaire on amenities on our local area and amenities that could be in our local area.</i></p>	<p>Collect and record evidence.</p> <p>Undertake fieldwork</p> <p>Use and read maps and plans.</p> <p>Use photographs.</p> <p>Use secondary sources.</p> <p>Identify features and changes of a place.</p> <p>Questioning.</p> <p>Collecting and analysing data.</p>	<p>Aerial photographs and maps of Edalet.</p> <p>Globes.</p> <p>Atlases.</p> <p>Data base/graphing software.</p> <p>Questionnaires related to jobs in local area.</p> <p>Visit to Ashton.</p>

	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
<b>SUMMER 2</b>				

<b>SUBJECT Geography</b>	<b>KS 2</b>	<b>YEAR GROUP 5 and 6</b>
--------------------------	-------------	---------------------------

<b>CYCLE</b>	<b>N.C. PROGRAMME OF STUDY</b>	<b>TITLE</b>	<b>KEY SKILLS</b>	<b>RESOURCES INCLUDING VISITS</b>
<b>YEAR 5</b>				
<b>AUTUMN 1</b>				
<b>AUTUMN 2</b>				
<b>SPRING 1</b>				
<b>SPRING 2 SUMMER 1</b>	<p>Location knowledge:</p> <p>1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of</p>	<p>What is the importance of the Amazon?</p> <p>A contrasting locality with a focus on climate zones, biomes and vegetation belts.</p> <p>Look at the different features of climates available in the UK and the Amazon, what grows, is harvested and examine trade links involved in this area to different parts of the world.</p> <p>Amazon Rainforest *</p> <p><i>Adverts</i> <i>Report-comparison</i> <i>Instruction</i> <i>persuasive(debate)</i> <i>recount</i> <i>report</i></p> <p>UK locality compared with the Amazon</p>	<p>Collect and record evidence.</p> <p>Analyse and communicate.</p> <p>Use geographical vocabulary</p> <p>Undertake field work</p> <p>Make maps and plans</p> <p>Use atlases and maps</p> <p>Use secondary sources</p>	<p>Ordnance survey maps</p> <p>Street maps and base maps of the Amazon</p> <p>Sketching and coloured pencils</p> <p>A stop watch</p> <p>Clip boards</p> <p>Maps, photographs and information on the Amazon.</p> <p>Rainforest artefacts CDs and CD Roms</p>

	<p>Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge: 1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 1b. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			
<b>SUMMER 2</b>	Location knowledge:	What is the journey of a river?	Observe and question	Information on River Goyt

	<p>2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge:</p> <p>1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography</p> <p>Geographical skills and fieldwork:</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Investigating Rivers - from mountain to the coast.</p> <p>Look at the formation and features of the River Goyt at Marple and perform an in-depth study of the river. It's source to end, inhabitants, flow rates as an example.</p> <p>*</p> <p><i>Explanations</i></p> <p><i>Letters</i></p> <p><i>Persuasion</i></p> <p><i>Debates</i></p> <p><i>reports</i></p>	<p>Collect and record.</p> <p>Evidence</p> <p>Analyse and communicate</p> <p>Use geographical vocabulary</p> <p>Undertake field work</p> <p>Make maps and plans</p> <p>Use globes, atlases and maps</p> <p>Use secondary sources</p> <p>Use ICT</p>	<p>Local maps</p> <p>Measuring tapes</p> <p>Ranging rods</p> <p>Floats</p> <p>stopwatches</p> <p>clipboards</p> <p>Globes maps Atlases</p> <p>Access to the internet. BBC Active.</p> <p>Trip to River Goyt</p>
<b><u>YEAR 6</u></b>				
<b>AUTUMN 1</b>	<p>Location knowledge:</p> <p>2. name and locate counties and cities of the United Kingdom,</p>	<p>What are coasts and why are they all different?</p>	<p>Map work</p> <p>Find and record information</p>	<p>Trip to Formby</p> <p>Maps</p> <p>Online information</p>



	<p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography:  1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork:  1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  3. 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.</p>	<p>To understand what a coast is? What makes a coast? What rock types are most likely to be found in a coast? How do coasts change?</p> <p>Look at erosion and weathering patterns. Locate coastal positions in different areas of the world. Understand the impact a changing coast can have on a community.</p>	<p>Field work on a trip  Data collection and analysis</p>	<p>Atlases</p>
<p><b>AUTUMN 2</b></p>	<p>Location knowledge:  3. use fieldwork to observe, measure, record and present</p>	<p>Why are the poles so cold and how do they support life?</p>	<p>Observe and question  Use geographical vocabulary</p>	

	the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Arctic and Antarctic  Analyse and look at the composition of the world in the sense of the tropics of Capricorn, the Arctic and Antarctic circle, look at time zones including day and night. Study on the features of life and climates of the Arctic and Antarctic as a focus. * <i>Explanations</i> <i>Debates</i> <i>Reports</i> <i>Information texts</i> <i>Adverts</i>	Use globes, atlases and maps Use digital mapping Use secondary sources Use ICT	
<b>SPRING 1</b>				
<b>SPRING 2</b>				

<p><b>SUMMER 1</b></p>	<p>Location knowledge: 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3. 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.</p>	<p>Are all mountains the same?</p> <p>Investigating Mountains</p> <p>Look at the formation and features of the mountains and perform an in-depth study of types of mountains. Relate this to their rivers learning, inhabitants and their lifestyle. *</p> <p><i>Explanations</i> <i>Letters</i> <i>Persuasion</i> <i>Debates</i> <i>reports</i></p>	<p>Observe and question Collect and record. Evidence Analyse and communicate Use geographical vocabulary Undertake field work Make maps and plans Use globes, atlases and maps Use secondary sources Use ICT</p>	<p>Information on River Rhine and River Tame. Local maps Measuring tapes Ranging rods Floats stopwatches clipboards Globes maps Atlases Access to the internet. BBC Active.</p>
------------------------	--	--	--	---

<b>SUMMER 2</b>				