



Trimley St Mary - Geography Long Term Plan



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<p>Year One</p>	<p>Knowing Me, Knowing You - What makes me the person I am? What is our locality like? What are the houses and homes like in our locality? Making maps with corresponding keys.</p>	<p>Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop? What is the Port of Felixstowe like? What is it like in Kenya? How is the same/different to the UK?</p>	<p>Oh, We do like to be beside the Seaside - What makes our beach a special place? What does it look like at Felixstowe? What geographical features can you see? Co-ordinates/Grid references.</p>
<p>National Curriculum Links</p>	<p>use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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>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>name and locate the world's seven continents and five oceans</p> <p>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>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>use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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>Year Two</p>	<p>London Calling - Why is London the capital city of the United Kingdom? How is the land used in London? Why is London the capital of the UK? How long is the River Thames? How does Felixstowe compare to London? Map work - Google Maps (Ipads)</p>	<p>Medieval Mayhem - Would you rather live in your house or a castle? Where in the world are the castles today? Castles of the United Kingdom Using maps/globes to research - Google Maps with IPads Map making of castles/settings</p>	<p>The Enchanted Wood - Why are woodlands important? Map making of Foxburrow Farm Plotting geographical features using co-ordinates Use of a key / Points of the compass</p>
<p>National Curriculum Links</p>	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>	<p>name and locate the world's seven continents and five oceans</p>	<p>use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>

	<p>area in a contrasting non-European country</p> <p>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>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>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>season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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>Year 3 / 4 Cycle 1</p>	<p>Enchanting Egyptians - How do we know if we're healthy? Where is Egypt ? Why was the Nile a sacred river ? What do you think it is like in Egypt?</p>	<p>Revolting Romans - What did the Romans ever do for us? Where did the Romans originate? Why did they choose to settle in Colchester?</p>	<p>Healthy Heroes - How do we know if we're healthy? Where does our food come from? Locate where different products grow that make a fruit salad/ healthy meal. Which fruits/vegetables are grown in Europe and the UK ? (Possible school trip to a local producer such as Fosters foods or a suitable farm)</p>
<p>National Curriculum Links</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human</p>	<p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</p> <p>Use a wide range of geographical sources in order to investigate places and patterns</p>

	<p>geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p>	<p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Locate the geographic zones</p>	
<p><u>Year 3 / 4</u></p> <p><u>Cycle 2</u></p>	<p><u>Stones and bones - Could we survive in the Stone Age?</u></p>	<p><u>Remarkable Rainforests - Will there still be Rainforests when we grow up?</u></p> <p>Why don't tropical rainforests grow in England? Why are they located in the Southern Hemisphere?</p> <p>What features make a tropical rainforest?</p> <p>What resources do we take from the rainforest?</p> <p>Why is palm oil necessary? How is it produced? How does our consumption affect the host country?</p>	<p><u>Our place on Earth - What makes our place on Earth special?</u></p> <p>Where is Trimley on a map?</p> <p>How is our local environment changing?</p> <p>What is the land use of the local area?</p> <p>What human and physical features are there?</p>
<p><u>National Curriculum Links</u></p>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. 	
<p><u>Year Five/Six</u></p> <p><u>Cycle 1</u></p>	<p><u>Journey to the Poles</u></p> <p>Who were the first humans to discover Antarctica?</p> <p>What was Shackleton's journey like?</p> <p>How did Shackleton get to Antarctica?</p> <p>Polar exploration & Polar explorer</p>	<p><u>Travelling Through Time</u></p> <p>When did the Anglo Saxons settle in Britain?</p> <p>Where did they come from?</p> <p>What evidence is there in modern Britain that the Anglo Saxons lived here?</p>	<p><u>Journey to the Americas - What is life like in the Americas? Who are the Mayans? What effects have they had on our lives?</u></p> <p>Researching and comparing countries in South America and North America with a focus on weather, life, population and</p>

	<p>Research Antarctica & Imagine life as a Polar explorer.</p>	<p>Who were the Greek gods? How have the Ancient Greeks affected modern life? Anglo Saxons & Ancient Greece Similarities and differences modern day Greece & Ancient Greece.</p>	<p>environment etc. Using map reading skills to determine where countries and states are.</p>
<p>National Curriculum Links</p>	<p>Locate the geographic zones of the world.</p> <p>Understand the significance of the geographic zones of the world.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use the eight points of a compass, four-figure grid references, symbols, and keys.</p> <p>Studying a range of the world's most significant human and physical features.</p>
<p>Year Five/Six Cycle 2</p>	<p>Disaster Zones What years did major natural disasters happen? Have we had any local natural disasters? How have disaster hit countries recovered? Looking at how natural disasters happen and where they happen. Learning about</p>	<p>Intergalactic Explorers Which countries were involved in the Space Race? When did humans first reach the moon? When did the first woman enter space?</p>	<p>The War Room How did the world wars start? When did they start? Who was involved? How were people affected? Looking at the different countries that were involved with the war and focussing on geographical features of the UK and how these changed after the war.</p>

	<p>tectonic plates, extreme weather and the layers of the earth.</p>		
<p><u>National Curriculum Links</u></p>	<p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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>