



LOWER KS2 LONG TERM GEOGRAPHY PLAN

CURRICULUM INTENT

We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
3. are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

CURRICULUM IMPLEMENTATION

Geography is sometimes used as a topic focus for the term as a key topic (as is History) but we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.

Key Stage 1 National Curriculum Expectations

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

Locational knowledge

- Name and locate the world’s 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- Use basic geographical vocabulary to refer to:
 - o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Key Stage 2 National Curriculum Expectations

Pupils 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.

Pupils should be taught:

Locational knowledge

- 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
- 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
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- 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 in North or South America



<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • 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>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-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 • 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
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TOPICS			
Year 3	Our World <i>Where on the planet are we and what is it like?</i>	Climate and Weather <i>Why is the climate of a place so important?</i>	Coasts <i>Why do people like to be beside the sea?</i>
Year 4	Earthquakes and Volcanoes <i>How does the Earth move and shift?</i>	Rivers and the Water Cycle <i>How does water move around the planet?</i>	The Americas <i>What could you see on the continents of North and South America?</i>



GEOGRAPHICAL KNOWLEDGE	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>The UK and Local Area</p> <p>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p>	<p>The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>The child can relate continent, country, county, city/where you live.</p> <p>The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)</p>	<p>The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>The child can relate continent, country, county, city/where you live.</p> <p>The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)</p>	<p>The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</p> <p>Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>The child can identify broad land-use patterns of the UK. (E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)</p>
<p>The World and Continents</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p>	<p>The child can locate countries in Europe and North and South America on a map or atlas.</p> <p>The child can describe some European and North and South American cities using an atlas. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA.)</p>	<p>The child can locate some countries in Europe and North and South America on a map or atlas.</p> <p>The child can relate continent, country, state, city. Identify states in North America using a map. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)</p>	<p>The child can locate most countries in Europe and North and South America using an atlas.</p> <p>The child can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route and what you would expect to see on the way.)</p>



GEOGRAPHICAL UNDERSTANDING	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p>	<p>The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>(E.g. Prepare a report, using a map and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and what it eats.)</p>	<p>The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>(E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)</p>	<p>The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>The child can understand the relationship between climate and vegetation.</p> <p>(E.g. Independently prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment.)</p>
<p>Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle</p>	<p>The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>(E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.)</p>	<p><i>The child can use simple geographical vocabulary to describe significant physical features and talk about how they change.</i></p> <p><i>The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</i></p> <p><i>The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</i></p> <p><i>(E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)</i></p>	<p>The child can describe several physical features and describe how they change.</p> <p>The child can describe and name the key landscape features of river and mountain environments in the UK.</p> <p>The child can explain the water cycle in appropriate geographical language.</p> <p>The child can describe some of the processes associated with rivers and mountains.</p> <p>(E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one or more examples of volcanoes around the world.)</p>
<p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>The child can recognise the main land uses within urban areas and the key characteristics of rural areas.</p> <p>(E.g. Using Google Earth, atlases and images with support, research some major cities in North and South America and identify how they are different.)</p>	<p>The child can identify and sequence a range of settlement sizes from a village to a city.</p> <p>The child can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>(E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)</p>	<p>The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p> <p>The child can describe the main land uses within urban areas and the activities that take place there.</p> <p>The child can describe the key characteristics of rural areas.</p> <p>(E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)</p>



GEOGRAPHICAL UNDERSTANDING	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>The child can recognise the main land uses within urban areas and the key characteristics of rural areas.</p> <p>(E.g. Using Google Earth, atlases and images with support, research some major cities in North and South America and identify how they are different.)</p>	<p>The child can identify and sequence a range of settlement sizes from a village to a city.</p> <p>The child can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>(E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)</p>	<p>The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p> <p>The child can describe the main land uses within urban areas and the activities that take place there.</p> <p>The child can describe the key characteristics of rural areas.</p> <p>(E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)</p>
<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>The child can recognise that some regions are different from others.</p> <p>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area.)</p>	<p>The child can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>The child can explain why some regions are different from others.</p> <p>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)</p>	<p>The child can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>The child can explain why some regions are different from others and give reasons why some are similar.</p> <p>(E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas.)</p>
<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p>	<p>The child can recognise that there are physical and human differences within countries and continents.</p> <p>The child can show awareness of the physical and human characteristics of a European region and a region in North or South America.</p> <p>(E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America. Compare these cities, identifying one difference and one similarity.)</p>	<p>The child can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>(E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)</p>	<p>The child can offer explanations for the similarities and differences between some regions in Europe and North or South America.</p> <p>The child can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>The child can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.</p> <p>(E.g. Using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas. Select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities.)</p>



GEOGRAPHICAL UNDERSTANDING (cont)	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
Establish an understanding of the interaction between physical and human processes.	<p>The child can describe how some physical processes can cause hazards to people.</p> <p>The child can recognise that there are advantages and disadvantages of living in certain environments.</p> <p>(E.g. Investigate the impacts of the 2011 Japanese earthquake using images and internet research.)</p>	<p>The child can understand how physical processes can cause hazards to people.</p> <p>The child can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>(E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.)</p>	<p>The child can offer reasons why physical processes can cause hazards to people.</p> <p>The child can offer explanations for the advantages and disadvantages of living in hazard-prone areas.</p> <p>(E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes.)</p>

GEOGRAPHICAL SKILLS AND ENQUIRY	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<p>The child can use a map to identify countries in Europe and/or North and South America.</p> <p>The child can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>The child can use an atlas to locate where they live in the UK and the UK's major urban areas.</p> <p>(E.g. Use an atlas to locate places in an atlas using the contents page.)</p>	<p>The child can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>The child can use a map to locate some states of the USA.</p> <p>The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</p>	<p>The child can use an atlas to locate many countries, cities and key features in Europe or North and South America.</p> <p>The child can use a map to locate the states of the USA.</p> <p>The child can use an atlas to name and locate a range of cities and counties in the UK.</p> <p>(E.g. Use an atlas with confidence to locate places using latitude and longitude, be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others.)</p>
Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<p>The child can use a simple letter and number grid.</p> <p>The child can give direction instructions up to four compass points.</p> <p>The child can use large-scale maps outside.</p> <p>(E.g. Follow a local river downstream on an OS map. Identify some features of the river.)</p>	<p>The child can use four-figure grid references.</p> <p>The child can give direction instructions up to eight compass points.</p> <p>The child can adeptly use large-scale maps outside.</p> <p>(E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)</p>	<p>The child can know that six-figure grid references can help you find a place more accurately than four-figure grid references.</p> <p>The child can use the scale bar or 1 km grid to estimate distance.</p> <p>The child can recognise patterns on maps and begin to explain what they show.</p> <p>(E.g. Independently follow a stretch of river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references. Write a description of the river's course using this information.)</p>



GEOGRAPHICAL SKILLS AND ENQUIRY	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>The child can make a simple sketch map.</p> <p>The child can present information gathered in fieldwork using a simple graph.</p> <p>The child can use digital maps to identify familiar places.</p> <p>(E.g. Using Google Earth, identify states and cities of the USA and locate them on a map.)</p>	<p>The child can make a simple sketch map.</p> <p>The child can present information gathered in fieldwork using a simple graph.</p> <p>The child can use digital maps to identify familiar places.</p> <p>(E.g. Using Google Earth, identify states and cities of the USA and locate them on a map.)</p>	<p>The child can make a map of a short route with features in the correct order and in the correct places.</p> <p>The child can make a simple scale plan of a room.</p> <p>The child can present information gathered in fieldwork using simple graphs.</p> <p>The child can use the zoom function of a digital map to locate places.</p> <p>(E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.)</p>	<p>The child can make a detailed map of a short route with features in the correct order and in the correct places.</p> <p>The child can make a scale plan of a room with objects in the room.</p> <p>The child can present information gathered in fieldwork using a range of graphs.</p> <p>The child can use the zoom function to explore places at different scales and add annotations.</p> <p>(E.g. Using Google Earth independently – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA. Locate them on a map.)</p>
<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>The child can, in a group, carry out fieldwork in the local area using appropriate techniques suggested.</p> <p>(E.g. Participate with a group to create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features.)</p>	<p>The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.</p> <p>(E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)</p>	<p>The child can plan a fieldwork investigation in the local area selecting appropriate techniques.</p> <p>(E.g. Take a lead in planning and creating a river in the playground and select a range of natural materials to use. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and annotate with key river features and processes.)</p>