

Clifton Primary School - Geography Curriculum Long Term Plan



		Autumn	Spring	Summer
Early Years	Cycle A	<p>Marvellous Me</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community -Make comparisons to how other children live -Develop their sense of responsibility and membership of a community. <p>-Understand the effects on the changing seasons on the natural world</p> <p>Festivals</p> <ul style="list-style-type: none"> -Talk about different celebrations such as Harvest, Bonfire Night, Diwali, Halloween, Christmas -Recognise that people have different beliefs and celebrate special times in different ways and at different times of the year. -Talk about special occasions that their family celebrate and make comparisons of these to others - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live. -Understand the effects on the changing seasons 	<p>Dinosaurs</p> <ul style="list-style-type: none"> -Learn about the different periods: Jurassic, Triassic, Cretaceous and Extinct -Explore fossils <p>-Discuss and explore what is similar/different between the periods and animals, make comparisons</p> <ul style="list-style-type: none"> -Explore the habitats eg, swamp <p>- Explore changing states of matter by freezing some dinosaur toys in ice. See where dinosaurs can escape the ice age the quickest!</p> <p>-Understand the effects on the changing seasons on the natural world</p> <p>Food and Farming</p> <ul style="list-style-type: none"> -Talk about the link between food and farming - Compare farms in the UK and abroad and the differences between them (what they grow and why) <p>-Know that there are different countries in the world and talk about the differences they have experienced or seen on photos</p> <ul style="list-style-type: none"> -Focus on local farms/food events (experience a farm) - Look at the crops on a farm and where these crops are best grown <p>-Understand the effects on the changing seasons on the natural world around them in particular on farms</p>	<p>Terrific tales and Rhythmic Rhymes</p> <ul style="list-style-type: none"> -Make links between fictional environments and real-life environments -Understand and compare difference and similarities <p>-Tale/Rhyme specific geographical learning (Three Little Pigs, Goldilocks and the Three Bears & Cinderella)</p> <p>- Understand the effects on the changing seasons on the natural world around them</p> <p>Fun at the Seaside</p> <ul style="list-style-type: none"> -Identify different physical features of the seaside including sand, sea, waves, rockpool, cliff, harbour -Know that not all coastal areas are the same (holiday, natural, rugged) -Briefly look at lighthouses and their role on the coast -Know what it feels like to have sand on your feet and paddle in the sea. -Know which animals live where on the British coastline -Understand that people use the seaside for different reasons (fishing, holiday, live etc) <p>-Begin to understand the need to respect and care for the natural environment and all living things</p> <ul style="list-style-type: none"> -Draw information from a simple map (Katie Morag) -Understand the effects the changing seasons have along the coastline
	Cycle B	<p>Marvellous Me</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community -Make comparisons to how other children live -Develop their sense of responsibility and membership of a community. <p>-Understand the effects on the changing seasons on the natural world</p> <p>Festivals</p> <ul style="list-style-type: none"> -Talk about different celebrations such as Harvest, Bonfire Night, Diwali, Halloween, Christmas -Recognise that people have different beliefs and celebrate special times in different ways and at different times of the year. -Talk about special occasions that their family celebrate and make comparisons of these to others - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live. -Understand the effects on the changing seasons 	<p>Animals around the World</p> <ul style="list-style-type: none"> -Identify different environments around the world and the animals that might live there. -Visit local environments -Compare animals and their habitats <p>-Compare where we live to other areas of Britain and the world</p> <ul style="list-style-type: none"> -Become familiar with a world map <p>-Explore the natural world immediately around them and what/who lives there</p> <ul style="list-style-type: none"> -Be familiar with different landscapes and how they make us feel <p>-Understand the effects the changing seasons has on the environment and animals</p> <p>Ticket to Ride</p> <ul style="list-style-type: none"> -Know that there are different countries in the world and talk about the difference they have experienced or seen in photos -Recognise some similarities and differences between life in this country and life in other countries -Share likes and dislikes of other places and places they'd like to visit. <p>-Know what different modes of transport are used for and why linked to the landscape</p> <ul style="list-style-type: none"> -Talk about different types of bridges and why they are important 	<p>Terrific tales and Rhythmic Rhymes</p> <ul style="list-style-type: none"> -Make links between fictional environments and real-life environments -Understand and compare difference and similarities <p>-Tale/Rhyme specific geographical learning (Jack and the Beanstalk, the Gingerbread man, Little Red Riding Hood)</p> <p>- Understand the effects on the changing seasons on the natural world around them</p> <p>Under the Sea</p> <ul style="list-style-type: none"> -Know that the world is made up of different seas and oceans that are different temperatures. -Be familiar with a picture world map -Know which sea creatures we might find on the coast of Britain. -Know where the Great Barrier Reef is and why it is important. -Know that some of our food comes from the sea. -Know that we need to protect the environment and living things under the sea. -Know how plastic is affecting the seas and oceans. <p>-Know who David Attenborough is and the impact he has had on us and our planet.</p> <ul style="list-style-type: none"> - Explore Shipwrecks and their impact under the sea

Year 1		Continents, oceans, countries and capital cities of UK and seas / Location of Festivals LOCATIONAL KNOWLEDGE Location, Order, Connection	Hot and cold locations HUMAN AND PHYSICAL GEOGRAPHY Location, Environment, Culture	Local area map work skills GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Patterns
Year 2/3/4 - 3 Year cycle	Cycle A	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Environment, Culture, Time, Pattern, place, map skills and fieldwork	Water cycle HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection, Interaction, Landscape, Process, Cycle	UK Study LOCATIONAL KNOWLEDGE Location, Order, Environment, Region, Landscape
	Cycle B	Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System PLACE KNOWLEDGE Location, Environment, Pattern	Comparison of UK to Kenya Comparison of a non-European location with small area of UK (London and Nairobi) PLACE KNOWLEDGE Location, Environment, Culture, Connection	Study non-European South America Compare an alternative non-European locality (Village in a rainforest) PLACE KNOWLEDGE Location, Environment, Culture, Remoteness
	Cycle C	Local area map work skills and introduction to scale (Y2) GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar (Y2,3 & 4 specific and repeating for individual year groups)	OS maps and scale (Y3) GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity (Y2,3 & 4 specific and repeating for individual year groups)	Latitude and longitude (Y4) LOCATIONAL KNOWLEDGE Location, Position, Diversity, Time Map skills (Y4) GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity (Y2,3 & 4 specific and repeating for individual year groups)
Year 5/6 2 Year cycle	Cycle 1	Settlements and relationships HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity, Landscape, Interdependence, Lived space PLACE KNOWLEDGE Location, Connection, Economic, Order, Pattern, Remoteness	World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location, Interdependence, Pattern, Environment, Settlement	Mapping Skills 4 and 6 figure grid references GEOGRAPHICAL SKILLS AND FIELDWORK Location, Absolute position, Scale, Settlement
	Cycle 2	Comparison study of North America, Europe and UK PLACE KNOWLEDGE	Natural Disaster: Study Physical processes, earthquakes, mountains and volcanoes HUMAN AND PHYSICAL GEOGRAPHY	OS maps and fieldwork GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity

		Location, Connection, Economic, Order, Pattern, Remoteness	Time, Location, Process, Connection, Environment System	Maps and orienteering GEOGRAPHICAL SKILLS AND FIELDWORK Location, Proximity, Scale, Connection, Pattern
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