



# Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



## GEOGRAPHY : CURRICULUM : LONG TERM PLAN

### RETURN AND REVIEW

Assessment of retained knowledge, understanding and skills (Summer Term)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
EYFS	<p><b><u>Geographical Knowledge</u></b> Notices detailed features of objects in their environment (UW_22-36)</p> <p><b><u>Geographical Understanding</u></b> Notices detailed features of objects in their environment (UW_22-36)</p> <p><b><u>Geographical Skill and Enquiry</u></b> Enjoys playing with small world models such as farm, a garage or a train track (UW_22-36)</p>	<p><b><u>Geographical Knowledge</u></b> Can talk about some of the things they have observed such as plants, animals , natural and found objects (UW_30-50)</p> <p><b><u>Geographical Understanding</u></b> Looks closely at similarities and differences, patterns and change (UW_40-60)</p> <p><b><u>Geographical Skill and Enquiry</u></b> Enjoys playing with small world models such as farm, a garage or a train track (UW_22-36)</p> <p><b><u>Geographical Skill and Enquiry</u></b> Can describe their relative position such as behind or next to (SSM_40-60)</p>	<p><b><u>Geographical Knowledge</u></b> To talk about similarities and differences in relation to places, objects, materials and living things(UW_ELG) To talk about the features of their own immediate environment and how environments might vary from one another (UW_ELG)</p> <p><b><u>Geographical Understanding</u></b> To make observations of the environment and explain why some things occur and talk about changes (UW_ELG)</p> <p><b><u>Geographical Skill and Enquiry</u></b> Children use everyday language to talk about positions and distance to solve problems (SSM_ELG)</p>
Y1	<p><b><u>'Where do we live? Local area</u></b> <i>Geographical Skills &amp; Fieldwork</i></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Know and understand about the local area and its physical and human geography.</li> <li>Use maps and aerial photographs effectively.</li> </ul> <p><i>PREVENT: C2 My community/C3 Local Community/D2 Internet</i></p>	<p><b><u>What will we see on our journey around the world?</u></b> <i>Geographical Knowledge / Geographical Skills &amp; Vocabulary</i></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li> <li>Recognise and name some continents and oceans on a globe or atlas. (E.g. Use the name of a continent when describing different locations)</li> </ul> <p><i>PREVENT: C4: acceptance of different cultural traditions / C5: diversity / C6: Global community / C9: community cohesion.D2 Internet</i></p>	<p><b><u>Animal Kingdom: Where do different animals live?</u></b> <i>Place Knowledge / Geographical Skills &amp; Vocabulary</i></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify and name the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America</li> <li>Understand that some of these continents have significant hot and/or cold areas and use specific place knowledge to describe the habitat of a significant animal from such a place.</li> </ul> <p><i>PREVENT: A3: respect for others / B2: rights and responsibilities / B6: mutual respect / B9: Acceptance of others' beliefs &amp; faiths / C4: acceptance of different cultural traditions / C5: diversity / C6: Global community / C9: community cohesion.</i></p>

<p>Y2</p>	<p><b><u>'What are seasons?'</u></b>  <i>Human &amp; Physical / Geographical Vocabulary</i></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Name and describe changes in the weather.</li> <li>Name the seasons and describe the basic UK seasonal weather patterns.</li> <li>Name some different parts of the UK and state that the weather may vary there.</li> </ul> <p><i>PREVENT: C6 Global community</i></p>	<p><b><u>'Great British Picnic: Where does our food come from?'</u></b>  <i>Locational Knowledge / Geographical Vocabulary, Skills &amp; Fieldwork</i></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify foods that can be bought on the local high street</li> <li>Explain that many different types of food come from the UK.</li> </ul> <p><i>PREVENT: B1 British Values and Cultures/B4 Equality/C7 Migration/C4 Acceptance and understanding of different cultural traditions/C9 Community cohesion</i></p>	<p><b><u>What a Wonderful World</u></b>  <i>Locational &amp; Place Knowledge / Geographical Skills</i></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</li> <li>Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.</li> </ul> <p><i>PREVENT: A3: Respect for others / C4: Accepting different cultural traditions / C5: Diversity / C6: Global Community</i></p>
<p>Y3</p>	<p><b><u>Where on earth are we?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Explain the relationship between globes and maps.</li> <li>Locate the prime/Greenwich meridian on a globe.</li> <li>Describe day and night in relation to the earth's rotation on its own axis.</li> </ul> <p><i>PREVENT: B10: Respect for public institutions / C6: The global community / D1: Staying Safe</i></p>	<p><b><u>Climate cool</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Indicate the tropical and polar climate zones on a globe or map</li> <li>Describe and compare some biomes using appropriate vocabulary</li> </ul> <p><i>PREVENT C3: The Local Community</i></p>	<p><b><u>Beside the Seaside</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Use appropriate geographical vocabulary to describe significant human and physical coastal features</li> <li>To talk about how coasts can change.</li> </ul> <p><i>PREVENT: B1 British Values and Cultures/B4 Equality</i></p>
<p>Y4</p>	<p><b><u>North and South America- Can you come on a great American road trip?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Use eight compass points to locate cities in North and South America</li> <li>Use a map to identify states in North America.</li> <li>Describe some regions in North &amp; South America</li> </ul> <p><i>PREVENT C6: The Global Community/ C5: Diversity / C1: What is a community? / C9: Community cohesion / A7: Stereotyping F7: Staying safe in society / E1: Power of the press / C4: Acceptance and understanding of different cultural traditions</i></p>	<p><b><u>Rivers: How does water go round and round?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Name some of the UK's most significant rivers and mountains</li> <li>Describe the water cycle in sequence, using appropriate geographical vocabulary</li> </ul> <p><i>PREVENT C6 The global community / C7 Migration / C10 Contributing positively</i></p>	<p><b><u>Earthquakes and Volcanoes – Can the Earth shake, rattle and roll?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Describe some features of earthquakes and volcanoes</li> <li>Name examples of volcanic eruptions and major earthquake disasters</li> </ul> <p><i>PREVENT C6 The global community</i></p>
<p>Y5</p>	<p><b><u>How is our country changing?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate some key topographical features of the UK.</li> <li>Describe changes that have happened in their local area</li> <li>Describe what their local area was like in the past</li> </ul>	<p><b><u>Where should we go on holiday?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Use physical and political maps to locate places and regions</li> <li>Know and share information about a European region that may be useful to tourists.</li> </ul>	<p><b><u>What is it like in the Amazon?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>Use an atlas, map or globe to locate the Amazon rainforest and Amazon River</li> <li>Explain some of the ways in which the Amazon rainforest is valuable</li> </ul>

	<i><u>PREVENT</u> : B4 Equality / B10 Respect for Local Institutions / C3 The Local Community/ C6 The Global Community / C5 Diversity/ C9 Community Cohesion</i>	<i><u>PREVENT</u> : B4 Equality/ C3 The Local Community / C6 The Global Community/ C5 Diversity / C9 Community Cohesion</i>	<i><u>PREVENT</u> : B4 Equality/ C6 The Global Community / C5 Diversity/ C9 Contributing Positively</i>
Y6	<p><b><u>Where does all of our stuff come from?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>• Name and locate some key topographical features of the UK.</li> <li>• Describe changes that have happened in their local area</li> <li>• Describe what their local area was like in the past</li> </ul> <p><i><u>PREVENT</u>: C8 Slavery &amp; Exploitation / A1 Values A2 Making Choices (right &amp; wrong) / A4 Challenging Views /A9 Identifying &amp; Combatting Discrimination</i></p>	<p><b><u>Are we damaging our world?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>• Describe some threats to the health of our planet</li> <li>• Describe some renewable and non-renewable energy sources</li> </ul> <p><i><u>PREVENT</u> : A5 Persuasion &amp; Influence / C6 The Global Community / C10 Contributing Positively</i></p>	<p><b><u>How will our world look in the future?</u></b></p> <p><u>Revisited Knowledge</u></p> <ul style="list-style-type: none"> <li>• List local public services and understand that the location of public services is important</li> <li>• Explain why their local area is special</li> </ul> <p><i><u>PREVENT</u>: B10 Respect for Local Institutions / C6 The Global Community/ C5 Diversity / C9 Community Cohesion</i></p>