



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

GEOGRAPHY : CURRICULUM : LONG TERM PLAN



| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
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| Y1 | <p><u>'Where do we live? Local area</u> <i>Geographical Skills & Fieldwork</i></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> Know and understand about the local area and its physical and human geography. Use maps and aerial photographs effectively. <p><i>PREVENT: C2 My community/C3 Local Community/D2 Internet</i></p> | <p><u>United Kingdom – capitals and cities</u> <i>Geographical Knowledge / Geographical Skills & Vocabulary</i></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> To name the four countries and their capitals of the United Kingdom To begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <p><i>PREVENT: C4: acceptance of different cultural traditions / C5: diversity / C6: Global community / C9: community cohesion.D2 Internet</i></p> | <p><u>Animal Kingdom: Where do different animals live?</u> <i>Place Knowledge / Geographical Skills & Vocabulary</i></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and name the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America 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. <p><i>PREVENT: A3: respect for others / B2: rights and responsibilities / B6: mutual respect / B9: Acceptance of others' beliefs & faiths / C4: acceptance of different cultural traditions / C5: diversity / C6: Global community / C9: community cohesion.</i></p> |
| Y2 | <p><u>'What are seasons?'</u> <i>Human & Physical / Geographical Vocabulary</i></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> Name and describe changes in the weather. Name the seasons and describe the basic UK seasonal weather patterns. Name some different parts of the UK and state that the weather may vary there. <p><i>PREVENT: C6 Global community</i></p> | <p><u>'Great British Picnic: Where does our food come from?'</u> <i>Locational Knowledge / Geographical Vocabulary, Skills & Fieldwork</i></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> Identify foods that can be bought on the local high street Explain that many different types of food come from the UK. <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><u>What a Wonderful World</u> <i>Locational & Place Knowledge / Geographical Skills</i></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> 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 Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. <p><i>PREVENT: A3: Respect for others / C4: Accepting different cultural traditions / C5: Diversity / C6: Global Community</i></p> |

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| <p>Y3</p> | <p><u>Where on earth are we?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Explain the relationship between globes and maps. • Locate the prime/Greenwich meridian on a globe. • Describe day and night in relation to the earth's rotation on its own axis. <p><i>PREVENT: B10: Respect for public institutions /C6: The global community / D1: Staying Safe</i></p> | <p><u>Climate cool</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Indicate the tropical and polar climate zones on a globe or map • Describe and compare some biomes using appropriate vocabulary <p><i>PREVENT C3: The Local Community</i></p> | <p><u>Beside the Seaside</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Use appropriate geographical vocabulary to describe significant human and physical coastal features • To talk about how coasts can change. <p><i>PREVENT: B1 British Values and Cultures/B4 Equality</i></p> |
| <p>Y4</p> | <p><u>North and South America- Can you come on a great American road trip?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Use eight compass points to locate cities in North and South America • Use a map to identify states in North America. • Describe some regions in North & South America <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><u>Rivers: How does water go round and round?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Name some of the UK's most significant rivers and mountains • Describe the water cycle in sequence, using appropriate geographical vocabulary <p><i>PREVENT C6 The global community / C7 Migration / C10 Contributing positively</i></p> | <p><u>Earthquakes and Volcanoes – Can the Earth shake, rattle and roll?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Describe some features of earthquakes and volcanoes • Name examples of volcanic eruptions and major earthquake disasters <p><i>PREVENT C6 The global community</i></p> |
| <p>Y5</p> | <p><u>How is our country changing?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Name and locate some key topographical features of the UK. • Describe changes that have happened in their local area • Describe what their local area was like in the past <p><i>PREVENT : B4 Equality / B10 Respect for Local Institutions / C3 The Local Community/ C6 The Global Community / C5 Diversity/ C9 Community Cohesion</i></p> | <p><u>Where should we go on holiday?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Use physical and political maps to locate places and regions • Know and share information about a European region that may be useful to tourists. <p><i>PREVENT : B4 Equality/ C3 The Local Community / C6 The Global Community/ C5 Diversity / C9 Community Cohesion</i></p> | <p><u>What is it like in the Amazon?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Use an atlas, map or globe to locate the Amazon rainforest and Amazon River • Explain some of the ways in which the Amazon rainforest is valuable <p><i>PREVENT : B4 Equality/ C6 The Global Community / C5 Diversity/ C9 Contributing Positively</i></p> |
| <p>Y6</p> | <p><u>Where does all of our stuff come from?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Name and locate some key topographical features of the UK. • Describe changes that have happened in their local area • Describe what their local area was like in the past | <p><u>Are we damaging our world?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • Describe some threats to the health of our planet • Describe some renewable and non-renewable energy sources <p><i>PREVENT : A5 Persuasion & Influence / C6 The Global Community / C10 Contributing Positively</i></p> | <p><u>How will our world look in the future?</u></p> <p>CORE KNOWLEDGE</p> <ul style="list-style-type: none"> • List local public services and understand that the location of public services is important • Explain why their local area is special <p><i>PREVENT: B10 Respect for Local Institutions / C6 The Global Community/ C5 Diversity / C9 Community Cohesion</i></p> |

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| | <i>PREVENT: C8 Slavery & Exploitation / A1 Values A2 Making Choices (right & wrong) / A4 Challenging Views /A9 Identifying & Combatting Discrimination</i> | | |
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