



St Joseph's RC Primary School
Long Term Plan – Geography Key Skills and Knowledge

Geography
National Curriculum

KS1

Pupils should be taught about:

Locational knowledge

name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four 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: 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

KS2

Pupils should be taught about:

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 within North or South America

Human and physical geography

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water



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Geography- Key Knowledge

<p><u>Reception</u> <u>Understanding the World</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments 	<p><u>KSI Enquires- Y1/2</u> <u>How does the weather affect our lives?</u></p> <ul style="list-style-type: none"> • Know that weather is made up of things like temperature, rain, wind, and sunshine. • Understand that the weather changes with the seasons because the Earth moves around the Sun. • Recognise that there is a difference between weather and climate. • Know that places closer to the Equator are warmer, and places near the poles are colder. • Understand that Antarctica is cold and snowy, while the Sahara is hot and dry. <p><u>How does the geography of Kampong Ayer compare to the geography of where I live?</u></p> <ul style="list-style-type: none"> • Know that the UK is in Europe and is further north of the Equator. • Understand that Kampong Ayer is near the Equator, but their home is further away. • Know that geography is about the land, the weather, and how people 	<p><u>Penguins- Yr3/4</u> <u>Why do Earthquakes cause so much damage?</u></p> <ul style="list-style-type: none"> • Know that the Christchurch earthquake in 2011 caused a lot of damage in New Zealand, and we can learn about it through news, maps, and stories from people who were there. • Know that earthquakes happen because the Earth's surface is made up of large pieces called tectonic plates, which move and sometimes collide, causing shaking. • Understand that the biggest earthquakes do not always cause the most damage; factors like where the earthquake happens, how many people live there, and how strong the buildings are also matter. <p><u>Beyond the Magic Kingdom</u></p> <ul style="list-style-type: none"> • Know that theme parks like the Magic Kingdom in Florida are visited for entertainment • Recognise that the United States has 50 states. • Understand that people from all over the world visit the Magic Kingdom, and where they come from can depend on different factors. • Understand that there is more to Florida than Disney E.g The Kennedy Space Station • Know that the environment is 	<p><u>Robins- Yr 3/4 /5/6</u> <u>What is Africa like?</u></p> <ul style="list-style-type: none"> • Know that Africa is a continent located south of Europe, and it can be found using maps, globes, and digital tools like Google Earth. • Know that the African Savannah is a large grassland ecosystem with few trees, home to many wild animals like lions, elephants, and giraffes, and it has a warm climate with seasonal rainfall. • Understand that Africa is made up of many different countries, each with its own languages, traditions, foods, music, and art, influenced by its history and environment. • Know that Africa has diverse physical features, including deserts, mountains, rivers, and jungles, and this affects how people live, including where they build homes, what they farm, and how they travel. <p><u>Why do Earthquakes cause so much damage?</u></p> <ul style="list-style-type: none"> • Know that the Christchurch earthquake in 2011 caused a lot of damage in New Zealand, and we can learn about it through news, maps, and stories from people who were there. 	<p><u>Eagles- Yr5/6</u> <u>Local study- fieldwork, map work</u></p> <ul style="list-style-type: none"> • Know that the physical features of our local area, including the valleys • Know the human features of our local area. • Understand how to use maps to develop and understanding of our local area. • Know how to read different types of maps. <p><u>Who are Britain's National Parks for?</u></p> <ul style="list-style-type: none"> • Know that the 15 National Parks in the UK offering unique landscapes and natural features. • Know that National Parks in the UK have key natural features like mountains, forests, and lakes, and are referred to as 'breathing spaces' because they provide clean air and a place to relax. • Understand that National Parks have cultural heritage sites, such as historic landmarks and traditional practices, and consider the importance of your own cultural heritage in relation to these places. • Know that National Parks
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<p>that are different to the one in which they live.</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 	<p>live and work in different places.</p> <p><u>What is the geography of where we live?</u></p> <ul style="list-style-type: none"> Understand that we can use maps and tools like Google Earth to look at places near our school. Know that the UK has four countries, and it's part of Europe. Understand that we can explore and look around our local area to learn about the land, buildings, and people. Know that we live in Lancashire and be able to describe where this is in the UK. 	<p>suffering e.g. Sea Turtles.</p> <p><u>How and why is my local area changing?</u></p> <ul style="list-style-type: none"> Know that environments change naturally, like when a storm happens or a volcano erupts, or because people change them by building houses, roads, and cities. Understand that some environmental changes happen because of nature, like earthquakes or floods, and some happen because people make changes to improve how they live, like planting trees or building parks. Know that the school and its surroundings have probably changed over time, such as new buildings being built, gardens being added, or the playground being updated. Recognize that places in the local area can change over a long time because of things like new buildings, roads, or important events that have happened in the community. 	<ul style="list-style-type: none"> Know that earthquakes happen because the Earth's surface is made up of large pieces called tectonic plates, which move and sometimes collide, causing shaking. Understand that the biggest earthquakes do not always cause the most damage; factors like where the earthquake happens, how many people live there, and how strong the buildings are also matter. 	<p>promote enjoyment and learning by opportunities to explore nature and learn about wildlife and history.</p> <ul style="list-style-type: none"> Know that Southwest England has distinct physical and human features, with a high proportion of protected land, and compare it to other regions of the UK in terms of land use and preservation. <p><u>What is a river?</u></p> <ul style="list-style-type: none"> Know that river estuaries are vital ecosystems where rivers meet the sea, providing important habitats. Know that the water cycle describes how water moves through the environment and rivers play a key role in transporting water. Understand that the Isle of Dogs developed as a major part of London's river port, but its decline was caused by changes in shipping technology and industrial development.
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Key Enquiry Skills	Flamingoes	Penguins	Robins	Eagles
Locational knowledge	<ul style="list-style-type: none"> Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles. Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world. Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe. 	<ul style="list-style-type: none"> Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida. Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world. 	<ul style="list-style-type: none"> Identify and locate where Africa is from a range of sources. 	<ul style="list-style-type: none"> Identify, locate, describe and explain the distribution of the 15 National Parks in the UK. Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK.
Place knowledge	<ul style="list-style-type: none"> Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences. Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school. Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area. 	<ul style="list-style-type: none"> Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources. Identify, describe and explain the causes of volcanoes. Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida. Describe, explain, and suggest reasons for the historical significance of the Maya civilisation and its catastrophic end. Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual. 	<ul style="list-style-type: none"> To identify and describe the habitat of the African Savannah. Identify and describe physical and human geographical features of Africa and its impact upon life. Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources. Identify, describe and explain the causes of volcanoes. 	<ul style="list-style-type: none"> Observe and record the common key natural features of the National Parks of the UK Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' Recognise, describe and explain how National Parks actively encourage visitors Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife. Recognise, describe and explain the reasons why the Isle of Dogs developed



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<p>Human and physical geography</p>	<ul style="list-style-type: none"> • Identify and describe the basic atmospheric elements of the weather. • Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur. • Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles. • Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments. • Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school. 	<ul style="list-style-type: none"> • Identify, describe and explain the causes of earthquakes. • Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. • Identify, describe and give reasons for why environments change. • Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life. • Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment. 	<ul style="list-style-type: none"> • To identify, describe and explain the culture in Africa. • Identify, describe and explain the causes of earthquakes. • Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. 	<ul style="list-style-type: none"> • Describe the components of the hydrological or water cycle and explain the important role that rivers play. • Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall.
<p>Vocabulary</p>	<p>Pattern; Equator; North Pole; South Pole; Atlas;; Globe; Satellite; Thermometer; Anemometer; Season; Adaptation; Gauge; Antarctica; Okta; Expedition; Physical; Human; Atmosphere Physical Human Rural Urban Mountain Hill Moor Heath Forest Beach Cliff City Farm Countryside Town Village Landscape Arable Storm Motorway Landslide Open space Commercial Retail Physical Human Rural Urban Village Landscape River High tide Low tide Adaptation Northern Hemisphere Southern Hemisphere Time zone Rainforest Vegetation</p>	<p>Pattern Correlation Magnitude Richter Scale Tsunami Volcano Earthquake Fissure Epicentre Tectonic plate Mantle Crust Core Fault Magma Eruption Caldera Cone Pacific Ring of Fire Pattern State Peninsula Hurricane National park Everglades Fold mountain Rockies Season Ecosystem Habitat Pollution Endangered Sub-tropical Temperate Amenity Pattern Physical Human Rural Urban Correlation Global warming Flash flood Climate change Residential Land use Public service Deforestation Hypothesis Commercial Open space Redevelopment</p>	<p>Pattern Correlation Magnitude Richter Scale Tsunami Volcano Earthquake Fissure Epicentre Tectonic plate Mantle Crust Core Fault Magma Eruption Caldera Cone Pacific Ring of Fire</p>	<p>River Landscape Source Habitat Mouth Ecosystem Tributary Port Course Financial Channel Commercial Confluence Monsoon Estuary Land use Water cycle Precipitation Meander Flash flood Pattern Landscape National Park Upland Lowland Physical Human Conflict Land use Urban Rural Urbanization Remote Vegetation Cultural heritage Accessible</p>