# St. Bernadette's Geography curriculum- Long Term Plan

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| R | **ELG People, Culture and Communities -** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps:<br>**Aut 1 All About Me** - Find key resources/places in their classroom/.school. Know what their classroom / school is called.<br>**Aut 2 Sparkles and Stars** – Know what their school is called and which town it is in<br>**Spr 1 People Who Help Us –** Look at local map on the walk to the Post Office, make observations on route to and from Post office. Review trip following the event<br>**Spr 2 Heroes and Happily Ever After** – Compare the park (on park visit) to the town – what is similar / different?<br>**Sum 1 Grow, grow, grow** – Field Day – explore the school field | **ELG People, Culture and Communities** -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps:<br>**Throughout year RE with links to other faiths** – festivals e.g. Diwali<br>**Aut 1 All About Me** Celebrate the different countries our families come from – identify these on a world map<br>**Aut 2 Sparkles and Stars** – Know that we live in a country called England on a planet called Earth – look at Earth in the solar system<br>**Sum 1 Grow, grow, grow!** – Explore different foods and where they originally come from (why do they grow there?)<br>**Sum 2 Animal Magic** – Handa's Surprise – comparing our lives in England to Handa's life in Africa | **ELG The Natural World -** -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class:<br>**Sum 2 Animal Magic** – comparing animals in the jungle to those on a farm (Texts – Rumble in the Jungle and The Pig in the Pond); different habitats of different animals<br>**ELG The Natural World** -Understand some important processes and changes in the natural world around them, including the seasons:<br>**Throughout year – Longitudinal Study of the seasons** – photos and observations of changes to the cherry tree outside the school, recognising that environments vary and change<br>**Sum 1 Grow, grow, grow! -** Explore the school field and its features (natural and manmade). |

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| 1 | **Where We Live**<br>Local Study- Farnborough<br>*What is special about our local area*<br><br>1.2 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>2.1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom<br>3.2 Use basic geographical vocabulary to refer to key physical features, including forest, vegetation, soil<br>3.2 Use basic geographical vocabulary to refer to key human features, including town, house, shop, office<br>4.1 Use world maps, atlases and globes to identify the United Kingdom and its countries<br>4.2 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<br>4.3 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<br>4.4 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. | **Changing Rivers**<br>Rivers change from source to mouth<br>Local Study-Farnborough, Cove, UK<br>Similarities and differences<br>*Do rivers change from source to mouth?*<br><br>1.1 Name and locate Europe, Atlantic Ocean, Asia<br>1.2 Name, locate and the four countries of the United Kingdom and its surrounding seas – North Sea,<br>3.2 Use basic geographical vocabulary to refer to: key physical features, including river, coast, hill, mountain, sea, valley, Ocean.<br>3.2 Use basic geographical vocabulary to refer to: key human features, including city, farm, port.<br>4.1 Use world maps, atlases and globes to identify the United Kingdom and its countries<br>4.2 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<br>4.3 Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br>4.4 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. | **Coasts**<br>UK/ America<br>Compare and contrast. Similarities and differences<br>*Are all beaches the same?*<br><br>1.1 Name and locate Europe, Atlantic Ocean, Oceania, Indian Ocean<br>1.2 Name, locate and the four countries of the United Kingdom and its surrounding seas – North Sea, Irish Sea.<br>3.2 Use basic geographical vocabulary to refer to: key physical features, including coast, beach, cliff, hill, sea, ocean.<br>3.2 Use basic geographical vocabulary to refer to: key human features, including city, town, farm, factory, port, harbour.<br>4.1 Use world maps, atlases and globes to identify the United Kingdom and its countries<br>4.2 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<br>4.3 Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br>4.4 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. |

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| 2 | **Hot and Cold**<br>UK/World<br>Similarities and differences. Compare and contrast<br>*Is everywhere in the world hot?*<br><br>1. Name and locate Antarctica, South America, North America, Southern Ocean, Atlantic Ocean, Pacific Ocean, Arctic Ocean<br>2. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br>3. Use basic geographical vocabulary to refer to key physical features, including beach, forest, ocean, vegetation, weather<br>4. Use basic geographical vocabulary to refer to key human features, including farm, house, shop<br>5. Use world maps, atlases and globes to identify continents and oceans studied at this key stage<br>6. 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<br>7. 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<br>8. 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. | **The UK and weather and seasons**<br>Local/Capital/ UK<br>*Is the sun always shining in the UK?*<br><br>1. Name, locate and identify characteristics of London, Edinburgh, Cardiff, Belfast<br>2. Identify seasonal and daily weather patterns in the United Kingdom<br>3. Use basic geographical vocabulary to refer to key physical features, including beach, vegetation, season and weather<br>4. Use basic geographical vocabulary to refer to key human features, including city, town, house, shop<br>5. Use world maps, atlases and globes to identify the United Kingdom and its countries,<br>6. 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<br>7. 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<br>8. 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. | **Kasese – comparative small area**<br>Local/ UK/ Uganda<br>Similarities and differences. Compare and contrast<br>*Is Kasese is a world away from our local area?*<br><br>1. Name and locate Africa, Indian Ocean, Atlantic Ocean, Southern Ocean, Europe, Arctic Ocean<br>2. Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country<br>3. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, vegetation, season and weather<br>4. Use basic geographical vocabulary to refer to: key human features, including: town, village, farm, house, office and shop<br>5. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage<br>6. Use simple compass directions (North, South, East and West) and locational and directional languages [for example, near and far; left and right] to describe the location of features and routes on a map<br>7. 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<br>8. 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. |

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| 3 | **Changing Rivers**<br>**Brazil – South America**<br>**Local/ UK/Brazil**<br>**Rivers and the water cycle**<br>*Are all rivers are the same as our local river?*<br><br>1. 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<br>2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn<br>3. Physical geography, including rivers<br>4. Physical geography, including the water cycle<br>5. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>6. Use the four points of a compass to build their knowledge of the United Kingdom<br>7. Use four-figure grid references to build their knowledge of the United Kingdom<br>8. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom<br>9. 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 & digital technologies | **Campania, Italy – Europe**<br>**Local/European- Italy**<br>**European comparison**<br>*Is Campania is a world away from our local area?*<br>*Compare churches and buildings of faith*<br>*Look at the Vatican and key religious buildings- compare to ours*<br><br>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night)<br>3. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country<br>4. Physical geography, including biomes, climate zones<br>5. Human geography, including types of settlement and land use<br>6. Human geography, including economic activity<br>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>8. Use the four (introduce eight) points of a compass to build their knowledge of the wider world<br>9. Use symbols and key to build their knowledge of the wider world<br>10. 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 & digital technologies | **Democratic Republic of Congo– Africa Volcanoes**<br>**DRC/Africa**<br>*Are all volcanoes the same?*<br><br>1. Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere<br>3. Physical geography, including volcanoes<br>4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>5. Use the four points of a compass to build their knowledge of the wider world<br>6. Use four-figure grid references to build their knowledge of the wider world<br>7. Use symbols and key to build their knowledge of the wider world<br>8. 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 & digital technologies |

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| 4 | **India – Asia**<br>**Economic activity – tea**<br>**UK/Asia - India**<br>*What impact did tea have on the world?*<br><br>1. Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Prime/Greenwich Meridian and time zones (including day and night)<br>3. Physical geography: climate zones<br>4. Physical geography: biomes and vegetation belts<br>5. Human geography: the distribution of natural resources including food<br>6. Human geography: economic activity including trade links<br>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>8. Use the eight points of a compass to build their knowledge of the wider world<br>9. Use symbols and key to build their knowledge of the wider world<br>10. 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 & digital technologies | **Antarctica**<br>**Biomes & climate zones**<br>**UK/Antartica**<br>*Which biome is the most interesting?*<br><br>1. Locate the world's countries, using maps to focus on Antarctica concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)<br>3. Physical geography: climate zones<br>4. Physical geography: biomes and vegetation belts<br>5. Physical geography: water cycle<br>6. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>7. Use the eight points of a compass to build their knowledge of the wider world<br>8. Use symbols and key to build their knowledge of the wider world<br>9. 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 & digital technologies | **Hampshire - Europe**<br>**Settlement and Land use**<br>Local study of Farnborough and Hampshire<br>*Is all of Hampshire the same?*<br><br>1. Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. 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;<br>3. Identify the position and significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night)<br>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom<br>5. Human geography: types of settlement and land use<br>6. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>7. Use the eight points of a compass to build their knowledge of the United Kingdom<br>8. Use four-figure grid references to build their knowledge of the United Kingdom and the wider world<br>9. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom<br>10. 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 & digital technologies |

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| 5 | **Natural resources – energy**<br>**UK/Europe**<br>**What do you have to say about energy use?**<br><br>1. Locate the world's countries, using maps to focus on Europe concentrating on the environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Arctic Circle, latitude and longitude<br>3. Human geography, including the distribution of natural resources including energy<br>4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>5. Use the eight points of a compass to build their knowledge of the wider world<br>6. Use six-figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>**7.** Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>**8.** 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 & digital technologies | **North American study**<br>**Las Vegas and the Mojave Desert – SE England/North America**<br>**Is Las Vegas a world away from our local area?**<br><br>1. Use maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night)<br>3. Understand geographical similarities and differences through the study of human and physical geography of a region in a North American country<br>4. Physical geography, including climate zones<br>5. Human geography, including types of settlement and land use<br>6. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>7. Use the eight points of a compass to build their knowledge of the wider world and use symbols and key to build their knowledge of the wider world<br>8. 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 & digital technologies | **Mountains and earthquakes**<br>**Nepal – Asia**<br>**Do humans move mountains more than physical processes?**<br><br>1. Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night)<br>3. Physical geography, including mountains<br>4. Physical geography, including earthquakes<br>5. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>6. Use the eight points of a compass to build their knowledge of the wider world<br>7. Use four-figure grid references to build their knowledge of the wider world<br>8. Use symbols and key to build their knowledge of the wider world<br>9. 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 & digital technologies |

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| 6 | **Rio de Janeiro – South America**<br>**South American study**<br>**Is Rio de Janeiro a world away from our local area?**<br><br>1. Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Southern Hemisphere, Tropic of Capricorn, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night)<br>3. Understand geographical similarities and differences through the study of human and physical geography of a region within South America<br>4. Physical geography, including climate zones<br>5. Physical geography, including biomes and vegetation belts<br>6. Human geography, including types of settlement and land use<br>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>8. Use the eight points of a compass to build their knowledge of the wider world<br>9. Use symbols and key to build their knowledge of the wider world<br>10. 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 & digital technologies | **UK - Europe**<br>**Locational knowledge**<br>**What and where are the human and physical features in the UK?**<br><br>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>2. 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<br>3. Identify the position and significance of Equator, Northern Hemisphere, Arctic Circle, latitude, longitude.<br>4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>5. Use the eight points of a compass to build their knowledge of the United Kingdom<br>6. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom | **Australia – Oceania**<br>**Natural resources – Water**<br>Water is universal<br><br>1. Locate the world's countries, using maps to focus on Europe concentrating on the environmental regions, key physical and human characteristics, countries, and major cities<br>2. Identify the position and significance of Equator, Southern Hemisphere, Antarctic Circle, latitude and longitude<br>3. Human geography, including the distribution of natural resources including water<br>4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>5. Use the eight points of a compass to build their knowledge of the wider world<br>6. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>7. 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 & digital technologies |