



Geography LTP 2021/22

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - - 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. <p>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
EYFS	Focus - their classroom and outdoor play area-	Focus- the plants and animals in the school grounds	Focus- the four seasons	Focus- life here and in a cold country	Focus -life here and in a hot country	Focus- life here and in another country
KS1	<p>Locational knowledge</p> <ul style="list-style-type: none"> ● 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 <p>Place knowledge</p> <ul style="list-style-type: none"> ● 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ● 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● 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 ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple 					



	<ul style="list-style-type: none"> map; and use and construct basic symbols in a key 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. 		
Year 1/2 (Year A)	Focus - mapping skills- in school and around Brough Project on improving our school environment	Focus- UK weather STEM weather station	Location Study- Focus on a comparing UK weather and physical features with a hot climate and cold climate (Greenland and India)
	Regular locational knowledge sessions- focus on countries, capitals, major cities, rivers, main islands and seas of the UK		
Year 1/2 (Year B)		Focus- Our school and the wider community, Brantingham, Brough and Hull. Brantingham and Brough walks	Focus- the UK, the 4 countries and their capitals Trip to the coast
	Regular locational knowledge sessions- focus on countries, capitals and seas of the UK		
KS2	Locational knowledge <ul style="list-style-type: none"> 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 		



	<p>understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, <ul style="list-style-type: none"> - 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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, and dial technologies. 		
Year 3/4 (Year A)		<p>Focus - mapping skills focus on Brough</p> <ul style="list-style-type: none"> Brough walk Recycling project 	<p>Location Study- Compare and contrast UK and another European country (Italy)</p>
	<p>Regular locational knowledge sessions- focus on countries of Europe</p>		
Year 3/4 (Year B)	<p>Focus - mapping skills and the UK</p> <ul style="list-style-type: none"> Hull human geography -as a major city East Riding - physical geography 	<p>Location Study- Focus on South America and rainforests</p> <ul style="list-style-type: none"> Fundraising for endangered animals 	<p>Location Study- Focus on UK compared to Northern European country (Norway)</p>
	<p>Regular locational knowledge sessions- focus on countries, capitals, major cities, rivers, main islands and seas of the UK</p>		



Year 5	Location Study Compare UK and Greece	Focus on fieldwork on rivers and the water cycle - Links to Cloughton trip	Mapping Skills Focus UK and London
	Regular locational knowledge sessions- focus on countries of Europe and their capitals	Regular locational knowledge sessions- countries in Africa	Regular locational knowledge sessions- countries in Asia/ Oceania
Year 6		Location Study-Focus on North and South America	Location Study- Focus on Hull Hull visit- Marina/old docks, Town Docks Museum/ Seimens (Short topic) Mapping the routes to South Hunsley and South Hunsley School - Safe routes to school
	Regular locational knowledge sessions- countries/capitals/major rivers and seas around North and Central America	Regular locational knowledge sessions- countries/ capitals/rivers and seas around South America	Regular locational knowledge sessions- countries/seas and oceans of the World