**Geography - Long Term Planning**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GEOGRAPHY | Hillfort Specific | **Embody the school’s values**  Kindness, resilience, challenge, courage, aspiration | | | | **Cultural isolation**  Embracing multiculturalism and fighting the corrosive effects of intolerance. | | | | **Closing the vocabulary gap**  Plan for reading to improve tier 2 words | |
| Geographical Concepts | **Place**  What happens there?  What features are there?  How do they change? | **Space**  Patterns and distributions of places and features. | **Environment**  **(H+P processes)**  Physical  Earthquakes  Volcanoes  Mountains  Weather  Rivers Erosion  Human  Migration | | | **Environmental impacts**  Sustainability  Waste  Usage | **Cultural awareness**  Empathy  Values  Connections  Diversity | | | **Scale**  Local  Regional  National  Global  Continental |
| Geographical Skills | **Map Work**  Compass points  Grid references  Co-ordinates  Keys  Sketch maps  Atlas and globe work | | | **Enquiry**  Asking  Collaborating and selecting  Doing  Reflecting  Communicating  Evaluating | | | | **Graphicacy**  Data collection  Surveys  Questionnaires  Pictograms  Bar and line graphs  Annotating maps and photographs | | |

**Progression Map**

|  | | | EYFS | KS1 | LKS2 | UKS2 |
| --- | --- | --- | --- | --- | --- | --- |
| Hillfort specific: Embody the school values | | |  |  |  |  |
| Hillfort Specific: Cultural Isolation | | |  |  |  |  |
| Hillfort Specific: Closing the vocabulary gap | | |  |  |  |  |
| Key concept: Place | | | Basic descriptions of places they know.  Say what happens in different places around the school. | Children will be able to identify different places and what happens there. Children will begin to compare places. | Children will begin to describe how different features are created and how places change. | Compare and contrast places and explain how they’re different and similar. |
| Key concept: Space | | | Children name basic features of a place | Children begin to link features to the different places. For example, what features would you find in a town or city. | Children identify rural and urban areas and the features and begin to describe how they can change and the processes which impact them.  Children consider how the environmental and human characteristics of places are influenced by their location | To be able to locate physical features, people, services, good are located and how they are distributed.  They can describe how they interact with each other.  The can suggest reason to how and why they interact with each other like they do. |
| Key concept: Environment – human and physical processes | | | Describe and name weather and how the weather can change  Identify things in a place/location that are living (not human made).  Identify things in a location that have been made by humans | Children are able to identify features and say whether they are physical (natural) or human (man-made). | To be able to describe the processes and the impacts they have. | To explain the reasons why physical processes happen and the effects they have. |
| Key concept: Environmental impacts | | | Begin to understand that our actions can impact the environment on a basic level – littering  Opportunities to discuss how we care for the world around us | Children can say how their actions may impact the environment. | To how things impact the environment. | Can suggest reason to improving impacts on the environment and sustainability |
| Key concept: Cultural awareness | | | Children recognise that we aren’t all the same.  Similarities and differences in communities and life in different countries | To begin to understand why people have different values. | To understand why it is important that we respect other people’s values. Describe similarities and differences.  Different cultures within the UK | Explain the reasons for and effects of different cultures and values. |
| Key concept: Scale | | | To be able to describe things in their immediate environment. | To understand where things happen in relation to them. Is it local, regional, national or global? | To understand whether things happen on a local, regional, national or global level and the impacts one may have on another. | They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. |
| Key Skill: Map work | | Map Work | To draw information from a map and begin to understand why they are important | Children can use relative vocabulary to describe where things are in relation to one another.  Children can use a simple picture map and key.  Follow and draw simple routes on a map.  To be able to create simple picture maps. | To use OS maps and understand symbols.  To identify and understand what contour lines are used for.  Co-ordinates  Can use 8-point compass points  Children can draw sketch maps and annotate photographs. | Use OS maps to look at contour lines, 6 figure grid references and consolidate symbols learnt |
| Scale | Use relative vocabulary (e.g. bigger/smaller, closer/further) | Begin to identify UK and its countries on different scaled maps and globes.  Look at different scaled maps e.g. playground, Liskeard and the UK. | Find/recognise places on maps of different scales | Draw maps and plans using different scales |
| Atlas, globe and digital map work | Will be shown Google Earth images to compare places | Locate the UK and its countries on a map  Locate and name the continents and oceans  To use an Atlas with support  Google Earth with support | Identify the equator, northern and southern hemisphere, Arctic and Antarctic circles  Use lines of latitude and longitude  Using index of an atlas confidently  Independently use Google Earth | Can use digital mapping including overlays and including comments. |
| Key Skill: Enquiry | | | Children ask questions about the world around them. | Children are able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. | Children are able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently | Children are able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. |
| Key Skill: Graphicacy | | | Children can draw pictures of their favourite place or what they saw when they were out.  Sequence photos of visits or walks around the school. | Children can add features to a pre-prepared map.  Drawing freehand maps to routes/journeys  Collecting quantitative data to create pictograms  Questionnaires  Using a simple recording technique (smiley faces) to express their feelings about a particular place.  Use a basic key | Children can:  Field sketches  Record features on a map  Take digital photos with captions and labels  Design and use questionnaires to collect quantitative data  Design and conduct interviews  Use simple likert scales  Analyse and present data in charts and graphs | Children can:  Design and use questionnaires to collect qualitative data (to compare people’s views).  Design and use a tool to record their feelings |
| Key Skill: organisation and communication; | understanding geographical task words. | |  | How similar / different Consider Describe Compare Outline Recall Recount List Explain | Discuss  Summarise  Argue Examine How reliable How useful, | To what extent Devise Comment on Criticise Distinguish, Illustrate Review Justify/prove Account for Debate Define |
| Producing geographical texts | | Children are read stories which are set in different places around the world | Children write short information texts. | Children begin to write longer information texts | Children’s information texts become more organised, more relevant to the reader and begin to introduce different view points.  Children learn to write debate texts |

**Curriculum Map**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y1 | 9 hours  **Our School**  Fieldwork  Human and physical features of the school.  Mapping of the school | 8 hours  **Our Cornish Home**  Map skills  Land uses – villages, towns, cities  Addresses  Identifying features from photos and aerial views | 8 Hours  **My Country**  UK countries and seas  Nearest neighbours | 4 hours  **Comparing Cornwall**  Comparing Cornwall to another area  Kalahari Desert | 4 hours  **Weather**  Weather Patterns  Seasonal Weather | |
|  | 9 | 6 | 8 | 4 | 4 | **Total: 31hours** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y2 | Recap - Human and physical features and features of a town | 9 Lessons  **Around the World**  Around the World  What is a continent?  Looking at each continent and their climate, foods, how many people live there. | 5 Lessons  **Our Oceans**  What is an ocean?  Where are the world’s oceans?  How deep are the oceans?  Why are oceans important?  What live in the oceans?  How is the ocean different at the North Pole and Equator?  Why are oceans under threat?  How are people protecting oceans?  How can we protect oceans? | 4 lessons:  **Investigating Weather**  Investigate weather in polar regions Investigate weather in equatorial regions  Investigate/recap weather in the UK  Compare | Recap - My Country: Can chn remember the 4 countries of the UK? | 5 lessons  **Cities**  Nearest Neighbours  Cities  Capital cities and landmarks within them  Explore features of cities  Fieldtrip to Plymouth identifying features  Culture | Recap – Continents and Oceans | 4 hours  **Journeys**  Routes and journeys  Fieldwork  Mapping routes around Liskeard  Looking at journeys our food takes  Migration of birds | |
|  | 1 | 9 | 5 | 4 | 1 | 5 | 1 | 4 | **Total: 31** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y3 | Recap - Compass Points (N,E,S,W) | 5 hours  **Counties**  Map symbols  Compass directions | Recap - Continents and oceans | 5 Hours  **Mapping our world**  Tropics, equator, polar regions, hemispheres, tectonics | 10 hours  **Mountains and volcanoes** | Recap - Counties and map symbols | 5 hours:  **Settlements**  To be able to identify settlements and reasons why they settled there  Using OS maps to identify common map symbols  Use these to compare towns and cities  Look at how settlements are connected.  Fieldwork  Map skills | 4 Hours  **Europe** | |
|  | 1 | 5 | 1 | 5 | 10 | 1 | 5 | 4 | **32** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y4 | Recap – Mapping our world – continent, hemisphere and tropics | 9 hours:  **Wild Weather**  Climate and weather similarities and differences  Weather patterns  Fieldwork – Where does rain go? | 4 hours  **The Americas**  Linking climate to longitude and latitude | Recap – Earthquakes, The Ring of Fire | 5 hours:  **Earthquakes and Tsunamis** | 6 hours:  **Rivers**  UK rivers  Rivers around the world  How do rivers shape the land?  Landforms  Why are rivers important  River pollution  Fieldwork | Recap – Deserts | 5 hours:  **Rainforests**  Different layers of a rainforest  Where are rainforests located? | Recap – Compass Directions |
|  | 1 | 9 | 3 | 1 | 5 | 6 | 1 | 5 | 1 **32** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y5 | Recap – The water cycle and course of a river | 6 Hours:  **Coasts**  What are coasts?  How are they formed?  Physical features of coasts  Processes of erosion  Coastal management  Use maps and secondary sources to research and describe coastal areas | Recap – Mapping the world, continents, oceans, tropics | 4 hours:  **Time Zones** | 9 hours  **Energy and the Environment**  Natural resources in Britain and how they are used.  Which natural resources are used to produce energy?  Renewable energy and the pros and cons  Fieldwork – Where is the best place to put a wind turbine? | Recap – Climate Zones | 6 hours:  **Comparing biomes**  Biomes – Tundra, Deserts, Grasslands  How are biomes being damaged?  Are all biomes equally as fragile?  How are biomes being protected and preserved?  Extended writing  To include rainforests (22-23) as missed in Yr 4 due to Covid catch up | Recap – Map symbols and compass directions | 6 hours:  **Fieldwork – Change in land use**  Change in land use – Padstow over time | |
|  | 1 | 6 | 1 | 4 | 9 | 1 | 6 |  | 6 | **35** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y6 | Change in land use over time  (Moved from Yr 5 for 22-23 due to Covid catch up) | 7 hours:  **Trade** | Recap – Types of energy | 9 hours:  **Sustainability and Global Warming** | Recap – Settlements – why do people settle in certain area? | 5 hours:  **Migration** | Recap – Mapping the world (Continents, oceans, tropics, lines of longitude and latitude) | 6 hours:  **Comparing 3 locations** | |
|  | 2 | 7 | 1 | 9 | 1 | 5 | 1 | 6 | **32** |