

Long Term plan- Geography

CYCLE A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Inside Crosby School G1: Explore key features of school environment including naming and locating them. Use Digimaps to locate UK as a class. Talk about our home environments. G2: Identify and talk about similarities and differences between school and home. G3: Talk about the school environment and name key places. Talk about where you live.</p> <p>Each term to discuss the seasonal changes and complete daily weather chart. Compare weather patterns through discussions.</p>		<p>Outside Crosby School G1: Explore key features of school environment including naming and locating them. Use Digimaps to locate UK as a class. Google maps to explore street view of Crosby- teach street name. Recognise some environments that are different to the one in which they live (Handa’s Surprise). G2: Compare our school location to the location in Handa’s surprise. Recognise some similarities and differences between life in this England and life in Kenya. G3: Describe what they see, hear and feel whilst outside. Discuss natural and man-made features within our school playground. Talk about where you live. Story map- Handa’s Surprise.</p>		<p>Our locality- Normanby Hall G1: Draw information from a simple map. Explore the natural world around them- school grounds and Normanby Park. Use Digimaps to locate Normanby Hall and create the route to get there from Crosby school G2: Compare similarities and differences between Crosby school and Normanby Park. G3: Create a simple map. Talk about similarities and differences between Crosby school and Normanby Park.</p>	
Y1/2	<p>Where Do I live? G1: Name seven continents of the world and locate UK on world map. Identify countries and capital cities of UK. G2: Features and characteristics of countries of UK. G3: Explore town we live and describe where you live.</p>	<p>History unit (Neil Armstrong and Christopher Columbus)</p>	<p>Let’s explore London: G1: Locate London on a map and describe its location. Identify and describe London landmarks. Identify and describe geographical features in London. G2: explore seasonal weather patterns in London. G3: use compass points and directional language to navigate between London landmarks.</p>	<p>History unit (Knights and Castles)</p>	<p>Seas and coasts: G1: Locate and identify oceans and continents. To find out about British beaches and seas. To use field work skills to find out about a place. G2: To compare a British beach with one from another country. G3: To use compass points to move around a map.</p>	<p>History unit (Seaside and Amusements)</p>
Y3/4	<p>History unit (Stone Age)</p>	<p>Investigating our local area: G1: Locate local area on a map. Give directions from different points of interest to school. Learn about physical and human features of local area. Identify services in the area. (Look at land use between Chatterton Crescent and Sheffield Park both on map and physically in person). G2: Describe how the area has changed over time (refer not only to industry but the school relocating). G3: Collect and record evidence of how people travel within local area. Evaluate local area – industrial v rural.</p>	<p>History unit (Bronze and Iron Age)</p>	<p>Countries of the world: G1/G3: Identify continents of the world. Locate countries on a world map. Identify major capital cities. Find out key geographical features of each continent. Use a variety of sources to identify human and physical features in a particular country e.g. St Lucia. G2/G3: To be able to find similarities and differences between countries e.g. St. Lucia and UK.</p>	<p>History unit (Romans)</p>	<p>Settlements and Land use: (Roman Lincoln) G1: Name and locate countries in Europe connected with Roman Invasion. Name and locate counties and cities of United Kingdom (Scunthorpe, Lincoln, Lincolnshire, Colchester) connected with Roman Invasion. G1: use field work to observe and record human and physical features. G2: Identify human and physical features making comparisons between 2 locations G3: Describe human geography, including settlements and land use. Use compass points, grid references, symbols to communicate knowledge of UK and wider world.</p>

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<p>Y5/6</p>	<p>Mapwork: (based on visit to Robin Hood's Bay)</p> <p>G1 & G2: compare physical and human features of Scunthorpe and RHB. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>G3: 4/6 grid references; name and locate topographical features. Use 8 compass points confidently. G3: Use map symbols and keys confidently</p>	<p>History unit (WW2)</p>	<p>Investigating coasts:</p> <p>G1: investigate how coasts are formed. Demonstrate how waves erode coasts.</p> <p>G2: Identify patterns between erosion rates at coasts and weather. Compare and contrast erosion and deposition in coasts and rivers.</p> <p>G3: define key vocabulary and describe physical processes e.g. caves, bays, cliffs, stacks.</p>	<p>History unit (Ancient Greeks)</p>	<p>North and South America:</p> <p>G1: Identify countries within both continents. Explore geographical features of North America. Find out about major mountain ranges in South America. Explore human features of South America including trade and industry.</p> <p>G2: Time zones of North America and compare with other time zones around the world.</p> <p>G3: Compare and area of either North or South America with an area in the UK.</p>	<p>History (Golden Age of Islam)</p>
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CYCLE B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Inside Crosby School: G1: Explore key features of school environment including naming and locating them. Use Digimaps to locate UK as a class. Talk about our home environments. G2: Identify and talk about similarities and differences between school and home. G3: Talk about the school environment and name key places. Talk about where you live.</p> <p>Each term to discuss the seasonal changes and complete daily weather chart. Compare weather patterns through discussions.</p>		<p>Outside Crosby School: G1: Explore key features of school environment including naming and locating them. Use Digimaps to locate UK as a class. Google maps to explore street view of Crosby- teach street name. Recognise some environments that are different to the one in which they live (Handa's Surprise). G2: Compare our school location to the location in Handa's surprise. Recognise some similarities and differences between life in this England and life in Kenya. G3: Describe what they see, hear and feel whilst outside. Discuss natural and man-made features within our school playground. Talk about where you live. Story map- Handa's Surprise.</p>		<p>Our locality- Normanby Hall: G1: Draw information from a simple map. Explore the natural world around them- school grounds and Normanby Park. Use Digimaps to locate Normanby Hall and create the route to get there from Crosby school G2: Compare similarities and differences between Crosby school and Normanby Park. G3: Create a simple map. Talk about similarities and differences between Crosby school and Normanby Park.</p>	
Y1/2	<p>Map makers: G1: Simple field work and observational skills to study the geography of school and its surroundings. To use aerial photographs and planned perspectives to recognise and create landmarks. G3: To design a map referring to key human features. To devise a map and use a basic symbol key. To use compass points to navigate around a map.</p>	History unit (Guy Fawkes)	<p>Let's Visit Australia: G1; Locate human and physical features on a map. G2: To compare climate and weather with Australia and the UK. G3: To describe appearance and location of some physical features within Australia. Develop their use of directional language. Understand geographical similarities and differences through studying the human and physical geography of a small area of Scunthorpe, and of a small area within Australia.</p>	History unit (Florence Nightingale)	History unit (Great Fire of London)	<p>At the farm: (arrange visit to a farm e.g. Hall Farm Park near Brigg) G1: Explore what farms are and why they are important. Explore features of a farm. G2: Explore how seasons effect life on a farm. Explore differences between life on a farm and life in a town. G3: To be able to use a map and symbols to navigate around a farm.</p>
Y3/4	<p>Where does your food come from? G1: To understand that the food we eat comes from many different places around the world. To explain how land is used to produce food in the UK. To explore how food is produced in Mediterranean climate zones. To know how land is used in tropical climate zones to produce food. G2/3: Understand and describe the trade links that enable food from around the world to be sold in the UK. To describe the way in which land in tropical biomes is being changed to enable more food to be produced.</p>	History unit (Anglo Saxons and Vikings)	<p>European neighbours: G1/3: Locate Europe on a world map and find out about its features. Identify and locate countries in Europe. Identify European countries according to their features. Identify major capital cities in Europe. Find out human and physical features of a European country. G2: To compare two European capital cities.</p>	History unit (Tudors)	<p>Investigating the River Humber: (Visit The Deep in Hull for hands on session about River Humber). G1: To be able to describe the location and features of the River Humber. To describe the journey of the River Humber from source to mouth. Explore human and physical geography of the River Humber. Develop an understanding of the tidal process and how rivers erode, transport and deposit materials producing landscape features (visit to the Deep). G2: Explore uses of the River Humber and how these have changed over time. G3: To be able to describe in detail a journey up the River Humber.</p>	History unit (Our Community)

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<p>Y5/6</p>	<p>History unit (Crime and Punishment)</p>	<p>Natural resources: G1: Identify parts of the world where wood is produced and consider some of the problems associated with this. To know where and how steel is produced. Know where and how glass and concrete are produced in Britain using natural resources. G2: Identify some of Britain's natural resources and explain how they are used. Identify some ways in which natural resources are used to produce energy. Identify clean and renewable natural resources used to produce electricity. G3: Describe where a range of natural resources come from and how they are used.</p>	<p>History unit (Ancient Egypt)</p>	<p>Volcanoes: G1: Locate some of the world's most well know volcanoes. Learn what tectonic plates are and identify which plates different countries lie on. Explore life in volcanic areas. To understand what tectonic plates are and what the ' Ring of Fire' is. G2: Explore what happens when a volcano erupts. Explore the features of a volcano. Compare a volcanic area to a non-volcanic area. G3: To be able to present own research on a volcano of their choice.</p>	<p>History unit (Britain Post War)</p>	<p>Exploring Brazil (Rainforests): G1/3: Know the location of Brazil and explore the physical Geography of Brazil. To find out about urbanization of Brazil. To explore life in a city. Explore Rio De Janeiro as a tourist destination. To explore the culture of Brazil. To understand the importance of the Amazon Rainforest.</p>
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