

Geography LTP

FS, Year 1, Year 2 – 1 year cycle

LKS2, UKS2 – 2 year cycle

Yearly Fieldwork Focus	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Suggested Enquiry Question</p>	<p><u>What would the Naughty Bus see in our school?</u></p> <p>Read Naughty Bus by Jan and Jerry Oka. Explore the outdoor area, noting and naming features the Naughty Bus might see. Follow a photo trail to find the hidden toys.</p>	<p><u>How does our school change with the seasons?</u></p> <p>Visit one place in the school grounds four times over the year. Observe weather and seasonal changes, focusing on deciduous trees or plants. Record changes using digital photographs and collections of natural objects.</p>	<p><u>How do we feel about the local park?</u></p> <p>Follow a route to and from the local park, observing physical and human features. Note how people use this place and express personal feelings using happy/sad faces and plot on a map.</p>	<p><u>How many primary schools are there in MH and how close are they to St. Joseph's?</u></p> <p>Use a digital mapping tool to locate all of the primary schools in Market Harborough. Note how long it would take to get there (when walking and in a car) and which route you would take. Which one is closest? Which is furthest away?</p>	<p><u>How does our local river change from the source to the sea?</u></p> <p>Using maps, trace the route of the River Welland, identify the source and key features. Visit the river, and make annotated drawings to record river features. Collect data about river flow and the shape of the channel.</p>	<p><u>Is litter a problem, in our local area?</u></p> <p>Go for a walk about the local area. Collect litter and mark on a map, where it is found. Make a note of the bins, too. Is there more of a problem in the town centre? Near shops? Near the river? Why do you think this is?</p>	<p><u>Which new shop do we need on the highstreet?</u></p> <p>Using a map, walk down the highstreet and make a note of all of the shops that are present. Are there any empty buildings? Group the shops into different categories. Thinking about the demographic of the town, is there a need for an alternative shop? Which one and why?</p>

Learning Objective Suggestion	I can describe my immediate environment using knowledge from observations and maps. (UW, PCC)	I can identify seasonal and daily weather patterns. I can use simple fieldwork and observational skills to study the geography of my school, its grounds and the surrounding environment.	I can use basic geographical vocabulary to refer to key physical and human geographical features. I can devise a simple map, using and constructing a basic key.	I can use maps and digital mapping to study the geography of Market Harborough. I can use fieldwork to observe, measure, record and present the human features in the local area.	I can describe and understand physical geography, including the River Welland. I can use fieldwork to observe, measure, record and present the physical features in the local area.	I can use fieldwork to observe, measure, record and present the human and physical features in the local area.	I can describe and understand human geography, including shops and trades present in Market Harborough. I can use fieldwork to observe, measure, record and present the human features in the local area.
Extra Curriculum Objectives			7 continents and 5 oceans				

Cycle A	Foundation	Year 1	Year 2	LKS2 Year 3 & Year 4	UKS2 Year 5 & Year 6
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Topic Title	<u>Me and my Community</u> (Advent) <u>Exploring Autumn</u> (Advent) <u>Dangerous Dinosaurs</u> (Lent) <u>On the Beach</u> (Pentecost)	<u>Bright Lights, Big City</u>	<u>Coastline</u>	<u>Misty Mountain, Winding River</u>	<u>Frozen Kingdom</u>
Key Takeaway Knowledge	<ul style="list-style-type: none"> ✚ Name and talk about man-made features in the local environment, using aerial pictures, photographs, and maps ✚ Explore the natural world, give simple descriptions of changes 	<ul style="list-style-type: none"> ✚ 4 countries of the UK and the capital cities ✚ Physical and human features of the UK ✚ London landmarks ✚ Weather patterns ✚ Comparing cities 	<ul style="list-style-type: none"> ✚ Human and physical features of the UK coastline ✚ Map reading & compass skills ✚ Seas, oceans and continents 	<ul style="list-style-type: none"> ✚ Study into rivers, mountains and the water cycle ✚ Altitudinal zones and contour lines 	<ul style="list-style-type: none"> ✚ Study into the Arctic and Antarctic regions ✚ Identifying different areas of the world
Objectives	<ul style="list-style-type: none"> ✚ Make and use simple maps to represent journeys, real and imagined ✚ To understand what a volcano is ✚ Describe how the weather of one place is different to another using simple geographical vocabulary ✚ Describe ways to look after the immediate environment ✚ Begin to notice and talk about the different places in the world, including oceans and seas 	<ul style="list-style-type: none"> ✚ Use photographs to recognise landmarks ✚ Name, locate and identify the four countries and capital cities of the UK ✚ Use basic geographical vocabulary to refer to key physical features ✚ Use basic geographical vocabulary to refer to key human features ✚ To identify seasonal and daily weather patterns in the UK ✚ To use simple compass directions, locational and directional language ✚ Understand geographical similarities and differences through the study of UK and a contrasting non-European city ✚ To use a globe to identify the UK 	<ul style="list-style-type: none"> ✚ Name and locate seas and oceans across the world ✚ Use basic geographical vocabulary to refer to key physical features ✚ Use basic geographical vocabulary to refer to key human features ✚ To use simple compass directions, locational and directional language ✚ To use basic symbols in a key ✚ To identify characteristics and landmarks of the UK ✚ To use world maps <p><u>Continents</u></p>	<ul style="list-style-type: none"> ✚ Describe and understand key aspects of physical geography, namely rivers, mountains and the water cycle ✚ Use 4 and 6 figure grid references ✚ Locate the world's rivers, using a map and an atlas ✚ Identify, describe and explain the formation of different mountain types ✚ Identify the topography of an area of the UK using contour lines on a map ✚ To use 8 points of the compass ✚ To describe altitudinal zonation on mountains ✚ Describe how environments can change over time ✚ Describe and understand key aspects of human geography, namely soil 	<ul style="list-style-type: none"> ✚ Describe how environments can change 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 ✚ Understand geographical and climatic similarities and differences between two regions
Cycle B	Foundation	Year 1	Year 2	LKS2 Year 3 & Year 4	UKS2 Year 5 & Year 6
Topic Title	<u>Me and my Community</u> (Advent)	<u>Bright Lights, Big City</u>	<u>Coastline</u>	<u>Rocks, Relics and Rumbles</u>	<u>Sow, Grow and Farm</u>

	<p><u>Exploring Autumn</u> (Advent)</p> <p><u>Dangerous Dinosaurs</u> (Lent)</p> <p><u>On the Beach</u> (Pentecost)</p>				
Key Takeaway Knowledge	<ul style="list-style-type: none"> + Name and talk about man-made features in the local environment, using aerial pictures, photographs, and maps + Explore the natural world, give simple descriptions of changes 	<ul style="list-style-type: none"> + 4 countries of the UK and the capital cities + Physical and human features of the UK + London landmarks + Weather patterns + Comparing cities 	<ul style="list-style-type: none"> + Human and physical features of the UK coastline + Map reading & compass skills + Seas, oceans and continents 	<ul style="list-style-type: none"> + Study into volcanoes and earthquakes + Identifying countries + Reading maps 	<ul style="list-style-type: none"> + Understanding of land use and climate zones + Study of North and South America, including physical and human characteristics
Objectives	<ul style="list-style-type: none"> + Make and use simple maps to represent journeys, real and imagined + To understand what a volcano is + Describe how the weather of one place is different to another using simple geographical vocabulary + Describe ways to look after the immediate environment + Begin to notice and talk about the different places in the world, including oceans and seas 	<ul style="list-style-type: none"> + Use photographs to recognise landmarks + Name, locate and identify the four countries and capital cities of the UK + Use basic geographical vocabulary to refer to key physical features + Use basic geographical vocabulary to refer to key human features + To identify seasonal and daily weather patterns in the UK + To use simple compass directions, locational and directional language + Understand geographical similarities and differences through the study of UK and a contrasting non-European city + To use a globe to identify the UK 	<ul style="list-style-type: none"> + Name and locate seas and oceans across the world + Use basic geographical vocabulary to refer to key physical features + Use basic geographical vocabulary to refer to key human features + To use simple compass directions, locational and directional language + To use basic symbols in a key + To identify characteristics and landmarks of the UK + To use world maps <p>Continents</p>	<ul style="list-style-type: none"> + Understand key aspects of physical geography including volcanoes + Locate the world's countries + Identify the position and significance of latitude, longitude, equator and Prime Meridian lines + Understand geographical similarities and differences through the study of physical geography of a region of the UK, a European country and a region within North or South America + Understand key aspects of physical geography including earthquakes + Use maps + Use the eight points of a compass 	<ul style="list-style-type: none"> + Understand key aspects of human geography including land use + Understand key aspects of physical geography including climate zones + Use four and six figure grid references + Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities + Understand key aspects of human geography including economic activity including trade links and the distribution of natural resources including food