

## Geography LTP

Year One		
Topic	AUTUMN: Heroes and Villains (Geography element)	SPRING: Through my Window (Geography Focus)
Big idea Q	How can I help Red Riding Hood reach Grandma's house?	What is the environment like where I live?
KQs for lessons	What could we draw to help Red Riding Hood? What things does she see on her journey? What picture could we draw to show this?	Where do I live? What is the weather like at different times of the year? What are the features of the area we live in? What is the United Kingdom? Where are we in the UK?
NC focus	NC devise a simple map	NC: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. NC: identify seasonal and daily weather patterns in the United Kingdom NC: use basic geographical vocabulary to refer to key physical and human features NC: use world maps, atlases and globes to identify the United Kingdom and its countries, NC: use directional language NC: devise a simple map NC: use simple fieldwork
Geographical links	Through my Window Year 1 Topic where children will be drawing maps to represent their local area.	EYFS • Our school environment
Other subject links	History – Reading –	History – How their local environment has changed over time? How have houses changed over time? What might have caused this change? Reading – <i>Window by ....</i>
Year Two		
Topic	SPRING: Explorers (Geography Focus)	SUMMER: The Great British Seaside (Geography element)
Big idea Q	What are the 7 continents and 5 oceans of the world and how does position of the continent/ country affect the temperature?	How do people choose where to go on holiday?
KQs for lessons	What are the continents and why are they hot or cold? What are the geographical features of the continents? (population, size, landmarks) What are the 5 oceans and where are they located? Where is the line of equator? What are the compass points? How are they useful to an explorer? What is a key on a map? Why is used?	How are seaside regions different to urban areas? What features do they have that makes people want to visit them? What are seaside regions like in other countries? How does St Lucia compare to Birmingham/ Weston? What are the main weather patterns in Birmingham, Weston and St Lucia? How does this impact on where people choose to go on holiday? Why have holiday destinations changed over the last 50 years?
NC focus	NC: name and locate the world's seven continents and five oceans NC: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world NC To 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	NC: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world NC To 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

	<p>NC To use simple compass directions (North, South, East and West) and locational and directional language</p> <p>NC To 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</p>	
Geographical links	<p>Year 1 – Through the Window Topic where they drew simple maps of the local area</p> <p>Year 3 – Birmingham City topic</p>	<p>Year 1 – Through the Window Topic where they drew simple maps of the local area</p> <p>Year 2 – Explorers topic</p> <p>Year 3 – Birmingham City topic</p>
Other subject links	<p>History – Significant figures in History</p> <p>Reading – Usborne Famous lives series : Columbus &amp; Captain Scott – Emma Fischel</p> <p>Collins Big Cat series: Great ExplorersThe Amazing Travels of Ibn Battuta – Fatema Sharafeddine The great explorer – Chris Judge</p>	<p>History – Development of air travel and its impact on travel</p> <p>Reading – The Lighthouse Keeper’s Lunch, At the Lunch</p>
<b>Year Three</b>		
Topic	<b>AUTUMN: Birmingham City (Geography Focus)</b>	<b>SPRING: Journeys (Geography Focus)</b>
Big idea Q	<b>What are the features of our local area?</b>	<b>How does Europe and Asia change as you travel East?</b>
KQs for lessons	<p>Where is Birmingham?</p> <p>Can I locate Birmingham, Northfield on an OS map?</p> <p>What other features can be seen from the map?</p> <p>Can you match photographs of the area to the OS map?</p> <p>What kind of settlements are there in Birmingham?</p> <p>How is the land used?</p> <p>What are the main kinds of economic activity</p> <p>What physical features are there?</p> <p>How are the railways and canals used?</p> <p>How have their use changed over time?</p> <p>How can I represent the features of the local area?</p> <p>What symbols could I use?</p>	<p>How is the physical geography different as you travel East?</p> <p>How do human and natural features change?</p> <p>Why travel by train?</p>
NC focus	<p>NC name and locate counties and cities of the United Kingdom, identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time</p> <p>NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC 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</p> <p>NC 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 digital technologies</p>	<p>NC To locate countries using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>NC To identify the position and significance of latitude, longitude, the prime Greenwich Meridian and time zones including day and night</p> <p>NC To understand geographical similarities and differences through the study of human and physical geography of a region</p> <p>NC To describe and understand key aspects of physical geography and human geography</p>
Geographical links	<p>Year 2 – Seaside topic</p> <p>Year 5 and 6 Topic – Map work</p>	<p>Year 2: Explorers – identification of continents and key physical and human features</p> <p>Year4: Oceans and Extreme Earth – Key physical and human features</p>
Other subject links	<p>History – How has the local area changed. What was the impact of the railway development?</p>	<p>History – How has travel changed? How might people travel to these countries now?</p>

Year Four		
Topic	SPRING: Oceans (Geography Elements)	SUMMER: Extreme Earth (Geography Focus)
Big idea Q	<b>What is the human impact on the oceans?</b>	<b>What causes extreme earth events and what is their impact?</b>
KQs for lessons	<p>What are the oceans of the world and how are the oceans different from each other?</p> <p>Which is the biggest /smallest / deepest ocean?</p> <p>What will you find when you go there and why?</p> <p>Order the oceans from coldest to warmest. Explain your choices.</p> <p>How does the ocean's position affect its temperature?</p>	<p>Compare and contrast an extreme hot and cold region</p> <p>What is the impact of extreme weather conditions?</p> <p>What is the cause of Earthquakes, Volcanoes and Tsumamis?</p> <p>What is their impact?</p>
NC focus	<p>NC To understand geographical similarities and differences through the study of human and physical geography (in oceans)</p> <p>NC To use maps, atlases, globes and digital / computer mapping to identify and research information about the oceans of the world</p>	<p>NC Investigate physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC name and locate counties and cities of the geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>
Geographical links	<p>Year 2 – Name and locate the continents and oceans</p> <p>Year 3 – Location. Physical and Human features in Europe and Asia (Trans-Siberian Railway route)</p>	<p>Year 2 – Name and locate the continents and oceans</p> <p>Year 3 – Location. Physical and Human features in Europe and Asia (Trans-Siberian Railway route)</p>
Other subject links	History – How has travel changed? How might people travel to these countries now?	History – When have natural disasters occurred in the past? Can we create a timeline? How has this influenced the ways cities and buildings have been built?
Year Five		
Topic	Amazon Rainforests (Geography Focus)	Earth and Beyond (Geography Element)
Big idea Q	<b>What is the impact of Rainforest deforestation and what can we do to stop it?</b>	<b>Why is water essential to life our on Earth?</b>
KQs for lessons	<p>Where are the Rainforests of the world located?</p> <p>What is the position of the Equator and the tropics of Capricorn and Cancer?</p> <p>What is the link between Rainforest location and their climate?</p> <p>Can you name the layers of the rainforest and describe its features? How does this link to the plants and animals that live there?</p> <p>Why are rainforests important?</p> <p>What are the causes of rainforest deforestation? How does this impact on the rainforest environment? How does this impact on the wider world?</p> <p>What can we do to prevent rainforest deforestation?</p> <p>Where is Brazil? What is it like to live to live there? How is it similar / different to living in the UK?</p>	<p>Where does our water come from? What do we use it for?</p> <p>Why is there a shortage of water in some areas?</p> <p>Why is a lack of clean water a problem?</p> <p>Why do some people not have access to clean water? What can we do to change this?</p> <p>How do we use water to create energy? What are the advantages and disadvantages of this process?</p>
NC focus	<p>NC: to locate South American locations and identify key physical and human characteristics</p> <p>NC: Compare region of UK to region in South America</p> <p>NC: Know position and significance of Equator, Northern and Southern hemispheres and the tropics of Cancer and Capricorn</p>	NC: Distribution of natural resources (water / energy)

Geographical links	Year 2 Locational skills – where is South America in relation to Europe etc Year 3 - Knowledge of Human and Physical features of UK / Birmingham	Year 4 – Water cycle and rivers and Oceans
Other subject links	History – Timeline of rainforest destruction English – Persuasive text arguing against rainforest deforestation	History – Campaigns for civil rights (Yea 6)
<b>Year Six</b>		
Topic	<b>World War 2 (Geography Element)</b>	<b>Spies (Geography Focus)</b>
Big idea Q	<a href="#">Which countries were involved in World War Two?</a> <a href="#">Which British locations were important and how does this link to their geographical features?</a>	<a href="#">How can we use our knowledge of the World?</a>
KQs for lessons	Can you identify the location of the main allies and axis countries? Can you track Germany's invasion through Europe? How did World War Two change the map of Europe?	What are the main mountains and Rivers of the World? What are the Human and Physical features of a mountain area? What are the main Human and Physical features of ... (Detailed research of 3 contrasting locations for a 'spy dossier) How can I travel from one location to another? How far will I travel? Can I use the scale of maps to work this out? Can I use grid references to pin-point specific landmarks in each location? Can I use compass points and grid references to complete an orienteering challenge?
NC focus	NC: Locational Knowledge of European and World Countries	NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC 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 NC 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 digital technologies.
Geography Links	Geography – Maps, location of all axis & allied powers, UK maps –where were evacuees sent?	Year 2 – Name and locate the continents and oceans Year 3 – Location. Physical and Human features in Europe and Asia (Trans-Siberian Railway route) Year 5 – South America
Other subject links	English – Reading LFTL, When We Were Warriors, Goodnight Mr Tom , Carries War	History – Significant figures and events linked to espionage Reading – Stormbreaker, SecretBreakers