



## Five Stones Learning Federation

### Geography Long Term Plan Overview - Cycle A

**"Life in all its fullness"**

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10v10)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1/2		Newcastle (UK) - <b>Europe</b> Barcelona (Spain) - <b>Europe</b> Sydney (Australia) - <b>Australasia</b> London (UK) - <b>Europe</b> Local Fieldwork		Beijing (China) - <b>Asia</b> Edinburgh (UK) - <b>Europe</b> Paris (France) - <b>Europe</b> Cardiff (UK) - <b>Europe</b>		Cairo (Egypt) - <b>Africa</b> Havana (Cuba) - <b>North America</b> Niagara Falls (Canada) - <b>North America</b> Giants Causeway (Belfast) - <b>Europe</b> Local Fieldwork
Year 3/4		Physical processes that affect the lithosphere: Rivers Coasts  Fieldwork		Human processes: Trade  Human processes: Settlements		Physical processes that affect the atmosphere: The water cycle  The human effects of: monsoon and hurricane  Fieldwork
Year 5/6		Introduction to biomes aquatic Freshwater  Fieldwork		Marine  Coral Reef (Great barrier Reef)		Estuaries  Pacific atolls Deep sea environments  Fieldwork



# Five Stones Learning Federation



## Geography Long Term Plan Overview - Cycle B

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1/2		Durham (UK) - <b>Europe</b> New York (USA) - <b>North America</b> The Lake District (UK) - <b>Europe</b> Mumbai (India) - <b>Asia</b> Local Fieldwork		Liverpool (UK) - <b>Europe</b> Dubai (UAE) - <b>Asia</b> Blackpool (UK) - <b>Europe</b> Lagos (Nigeria) - <b>North America</b>		Rio De Janeiro (Brazil) - <b>South America</b> Cornwall (UK) - <b>Europe</b> Cape Town (South Africa) - <b>Africa</b> Dublin (Ireland) - <b>Europe</b> Local Fieldwork
Year 3/4		Human processes: Transportation  Fieldwork		Physical processes that affect the lithosphere: Earthquakes and Volcanoes  The human effects of: Volcanic eruptions Earthquakes		Physical processes that affect the atmosphere: Climate Change  Physical processes that affect the hydrosphere: Ocean circulation  Fieldwork
Year 5/6		Introduction to biomes terrestrial Tundra Taiga Temperate Deciduous Forest Chaparral Fieldwork		Grassland  Temperate Dessert Alpine  Scrubland  Savannah		Tropical forest  Tropical Deciduous rainforest  Tropical rainforest  Fieldwork



# Five Stones Learning Federation

## Geography Long Term Plan EYFS



### EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently, through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early geographical skills. The aims and content address a number of key geographical concepts. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The early learning goals at EYFS aim to guide children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.

The aims of our EYFS curriculum is to develop children's early geographical skills by providing rich experiences to promote the following:

- Beginning to use geographical based language - language associated with location, environments, plants, animals and places.
- Developing a sense of geographical awareness.
- Comparison and contrast, similarity and differences within places and environments in their locality.
- Read, handle and use geographical information such as simple maps, photographs and non-fiction texts
- Use simple fieldwork skills to observe and comment on the changes that they can see in their immediate environment.

### ELG Content

ELG: People, Culture and Communities

Pupils should be given the opportunity to:

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction, texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences, and what they have 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 maps

ELG: The Natural World

Pupils should be given the opportunity to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.
- Understand some important processes and change in the natural world around them; including the seasons and changing matters

Autumn	Spring	Summer
<p><b><u>Seasons/Weather</u></b></p> <p><b>Possible Questions</b> What happens to the trees in...? What do we wear when...?</p> <p><b><u>Celebrations</u></b> Children to explore celebrations in their lives such as birthdays as well as:</p> <ul style="list-style-type: none"> <li>- Harvest Festival</li> <li>- Diwali (India)</li> <li>- Hanukah (Jewish)</li> <li>- Thanksgiving (America)</li> <li>- Christmas</li> </ul> <p><b>Possible Questions</b> What are children around the world celebrating?</p> <p><b><u>Where do I live?</u></b></p> <p><b>Possible Questions</b> Where is my house on a map?</p> <p>*make comparisons with our homes and a houses in a different country</p>	<p><b><u>Seasons/Weather</u></b></p> <p><b>Possible Questions</b> What happens to the trees in ...? What do we wear when...?</p> <p><b><u>Celebrations</u></b></p> <ul style="list-style-type: none"> <li>- Easter</li> <li>- Mother's Day</li> <li>- Chinese New Year (China)</li> <li>- Holi (India)</li> <li>- Valentines Day</li> </ul> <p><b>Possible Questions</b> What are children around the world celebrating?</p> <p><b><u>Where is my school?</u></b></p> <p><b>Possible Questions</b> Where is our school on a map?</p> <p>*make comparisons with our school and a school in a different country</p>	<p><b><u>Seasons/Weather</u></b></p> <p><b>Possible Questions</b> What happens to the trees in ...? What do we wear when...?</p> <p><b><u>Celebrations</u></b></p> <ul style="list-style-type: none"> <li>- Father's Day</li> <li>- St. George's Day</li> <li>- Ramadan (Muslim)</li> <li>- Tanabata - Star Festival (Japanese)</li> </ul> <p><b>Possible Questions</b> What are children around the world celebrating?</p> <p><b><u>Where is England?</u></b></p> <p><b>Possible Questions</b> Where is England on a map?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<p><i>Autumn, winter, cold, rain, shower, wind, branches</i> <i>Harvest, fruit, vegetable, Diwali, Festival of Lights, Jewish, New Year</i> <i>Village, town, house, street, road, garden, yard, bungalow, flat, farm, park</i></p>	<p><i>Winter, spring, snow, hail, frost, ice, clou</i> <i>China, lantern, Holi</i> <i>School, building, playground, fields, shop, post office, map, hill</i></p>	<p><i>Summer, blossom, hot, sunshine, warm,</i> <i>St. George, Tanabata</i> <i>England, Britain, country, London, city</i></p>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p>Why Do Leaves Fall From Trees? By Ruth Owen <b>Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup (NF)</b> Elmer and the Rainbow by David McKee Let's Eat! Children and their food around the world by Beatrice Hollyer Mouse House by John Burningham</p>	<p><b>Shanyi Goes to China by Sungwan So (NF)</b> <b>Children Just Like Me by Barnabas and Anabel Kindersley (NF)</b> We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury <b>Going to School in India by Lisa Heydlauff (NF)</b> <b>We go to school in Japan by Gwynneth Ashby (NF)</b></p>	<p>The Wind Blew by Pat Hutchins Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy <b>Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup (NF)</b> <b>Pussycat, Pussycat, Where Have You Been by Russell Punter (NF)</b></p>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

History	History	History
<b>Focus Content</b>		
<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li><li>• 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</li><li>• 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</li><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li><li>• 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</li></ul>		

### KS1 - Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### KS1 - Content

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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 Geography - key stages 1 and 2 3
- 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
- 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.

Autumn	Spring	Summer
History	History	History
Autumn	Spring	Summer
<p>Newcastle (UK) - <b>Europe</b></p> <p>Barcelona (Spain) - <b>Europe</b></p> <p>Sydney (Australia) - <b>Australasia</b></p> <p>London (UK) - <b>Europe</b></p> <p>Local Fieldwork - School grounds/maps</p> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>	<p>Beijing (China) - <b>Asia</b></p> <p>Edinburgh (UK) - <b>Europe</b></p> <p>Paris (France) - <b>Europe</b></p> <p>Cardiff (UK) - <b>Europe</b></p>	<p>Havana (Cuba) - <b>North America</b></p> <p>Cairo (Egypt) - <b>Africa</b></p> <p>Canada (Niagara Falls) - <b>North America</b></p> <p>Belfast (Giants Causeway) (UK) - <b>Europe</b></p> <p>Local Fieldwork</p> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p><b>Term Specific</b></p> <p><b>Countries:</b> England, Australia and Spain</p> <p><b>Capital Cities:</b> London</p> <p><b>Features:</b> Scafell Pike River Thames Big Ben, Buckingham Palace, Opera House, Great Barrier Reef, La Sagrada Familia, Angel of the North, River Tyne</p>	<p><b>Term Specific</b></p> <p><b>Countries:</b> China, Scotland, France and Wales</p> <p><b>Capital Cities:</b> Edinburgh, Cardiff, Paris, Beijing</p> <p><b>Features:</b> Ben Nevis, Edinburgh castle, Arthur's seat, Millennium Stadium, River Taff, Imperial Palace, Great Wall of China, River Yangtze, Eiffel Tower, River Seine</p>	<p><b>Term Specific</b></p> <p><b>Countries:</b> Cuba, Egypt, USA, Ireland</p> <p><b>Capital Cities:</b> Cairo, Havana, Belfast</p> <p><b>Features:</b> Giants Causeway, Niagara Falls, Great Lakes, Plaza de le Cathedral, Sierra Maestra, Pyramids, River Nile</p>
<p><b>Continents:</b> Europe, Africa, Asia, North America, South America, Australasia, Antarctica</p> <p><b>Oceans:</b> Pacific, Atlantic, Artic, Indian, Antarctic</p> <p><b>Key words to embed throughout the term:</b> Climate, Population, Architecture, Human features, Physical features, Buildings, Rivers, Seas, Beach, Cliff, Coast, Forest, Hill, Mountain, Soil, Valley, Vegetation, City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop, Urban, Rural</p> <p><b>Key words relating to map work:</b> Equator, South Pole, North Pole, Arctic, Summer, Winter, Spring Autumn, Southern Hemisphere, Northern Hemisphere</p> <p><b>Key words relating to fieldwork:</b> Map, Atlas Key, Compass, North, East, South, West, Aerial Photograph</p>		
Suggested Texts	Suggested Texts	Suggested Texts
<p>Books</p> <ul style="list-style-type: none"> <li>This is London by Miroslav Sasek (NF)</li> <li>The National Archives: The Buildings That Made London by David Long (NF)</li> <li>The Big Book of UK facts by Imogen Russell Williams</li> <li>Maps of the United Kingdom by Rachel Dixon</li> <li>A Walk in London by Salvatore Rubbino</li> </ul> <p><a href="https://www.tes.com/teaching-resource/spain-ks1-6014817">https://www.tes.com/teaching-resource/spain-ks1-6014817</a></p> <p><a href="https://www.tes.com/teaching-resource/ks1-australia-topic-planning-6315287">https://www.tes.com/teaching-resource/ks1-australia-topic-planning-6315287</a></p>	<p>Books</p> <ul style="list-style-type: none"> <li>Mr. Chicken Goes to Paris by Leigh Hobbs</li> <li>Castles by Colin Thompson</li> <li>City Trails (Paris) by Lonely Planet Kids (NF)</li> </ul>	<p>Books</p> <ul style="list-style-type: none"> <li>Finn Maccool and the Giant's Causeway by Malachy Doyle (NF)</li> <li>Niagra Falls: Nature's Wonder by Leonard Everett Fisher (NF)</li> <li>Spotlight on Peru by Bobbie Kalman (NF)</li> <li>Up and Down the Andes by Laurie Krebs (NF)</li> </ul> <p><a href="https://www.nationaltrust.org.uk/giants-causeway">https://www.nationaltrust.org.uk/giants-causeway</a></p>

<https://dfsresources.edina.ac.uk/resources/subject/primary->

<https://primaryfacts.com/2843/paris-facts>  
<https://www.natgeokids.com/uk/primary-resource/north-south-poles-primary-resource/>

**Focused Content:**

**Locational and place knowledge:**

- 7 continents and 5 oceans
- Human and physical characteristics of the UK
- Similarities and differences between areas of the UK / World

**Human and physical Geography:**

- Seasonal and daily weather patterns (UK, equator, North, South Pole.
- Key terminology (Refer to list above)

**Geography skills and fieldwork:**

- Maps, atlases, keys
- Compass points
- Ariel photographs / constructing simple maps
- Fieldwork within the grounds.



## Geography LTP Year 1/2 - Cycle B

Autumn	Spring	Summer
History	History	History
Autumn	Spring	Summer
<p>Durham (UK) - <b>Europe</b></p> <p>New York (USA) - <b>North America</b></p> <p>The Lake District (UK) - <b>Europe</b></p> <p>Mumbai (India) - <b>Asia</b></p> <p><b>Local Fieldwork - Village study/maps</b></p> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>	<p>Liverpool (UK) - <b>Europe</b></p> <p>Dubai (UAE) - <b>Asia</b></p> <p>Blackpool (UK) - <b>Europe</b></p> <p>Lagos (Nigeria) - <b>Africa</b></p>	<p>Rio De Janeiro (Brazil) - <b>South America</b></p> <p>Cornwall (UK) - <b>Europe</b></p> <p>Cape Town (South Africa) - <b>Africa</b></p> <p>Dublin (Ireland) - <b>Europe</b></p> <p><b>Local Fieldwork</b> - best place to put a planter in the school grounds?</p> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p><b>Continents:</b> Europe, Africa, Asia, North America, South America, Australasia, Antarctica</p> <p><b>Oceans:</b> Pacific, Atlantic, Artic, Indian, Antarctic</p> <p><b>Term Specific</b></p> <p><b>Countries:</b> England, USA, India</p> <p><b>Capital Cities:</b></p> <p><b>Features:</b> Durham Cathedral, River Wear, Empire State, Statue of Liberty, Hudson River, Lake Windermere, Scarfell Pike, Taj Mahal, River Ganges, The Himalayas</p>	<p><b>Continents:</b> Europe, Africa, Asia, North America, South America, Australasia, Antarctica</p> <p><b>Oceans:</b> Pacific, Atlantic, Artic, Indian, Antarctic</p> <p><b>Term Specific</b></p> <p><b>Countries:</b> England, UAE, Nigeria</p> <p><b>Capital Cities:</b></p> <p><b>Features:</b> Albert Docks, The Palm, Sandunes, National Mosque, Niger River, Blackpool Tower</p>	<p><b>Continents:</b> Europe, Africa, Asia, North America, South America, Australasia, Antarctica</p> <p><b>Oceans:</b> Pacific, Atlantic, Artic, Indian, Antarctic</p> <p><b>Term Specific</b></p> <p><b>Countries:</b> Brazil, England, South Africa, Ireland</p> <p><b>Capital Cities:</b> Dublin, Cape Town</p> <p><b>Features:</b> Christ the Redeemer, Amazon River, Amazon rainforest, Lands End, Table Mountain, Dublin Castle</p>
<p><b>Continents:</b> Europe, Africa, Asia, North America, South America, Australasia, Antarctica</p> <p><b>Oceans:</b> Pacific, Atlantic, Artic, Indian, Antarctic</p> <p><b>Key words to embed throughout the term:</b> Climate, Population, Architecture, Human features, Physical features, Buildings, Rivers, Seas, Beach, Cliff, Coast, Forest, Hill, Mountain, Soil, Valley, Vegetation, City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop, Urban, Rural</p> <p><b>Key words relating to map work:</b> Equator, South Pole, North Pole, Arctic, Summer, Winter, Spring Autumn, Southern Hemisphere, Northern Hemisphere</p> <p><b>Key words relating to fieldwork:</b> Map, Atlas Key, Compass, North, East, South, West, Aerial Photograph</p>		
Suggested Texts	Suggested Texts	Suggested Texts
<p>Books</p> <ul style="list-style-type: none"> <li>A walk in New York by Salvatore Rubbino</li> <li>Larry Gets Lost in New York City by Michael Mullins (NF)</li> <li>Celebrate New York: 50 States to Celebrate by Marion Dane Bauer (NF)</li> </ul> <p><a href="https://www.lakedistrict.gov.uk/learning">https://www.lakedistrict.gov.uk/learning</a></p>	<p>Books</p> <ul style="list-style-type: none"> <li>Around the World in a bathtub by Wade Bradford</li> <li>On the Mountain by Libby Walden</li> </ul> <p><a href="https://www.lonelyplanet.com/south-orkney-islands">https://www.lonelyplanet.com/south-orkney-islands</a></p> <p><a href="https://www.natgeokids.com/uk/primary-resource/christmas-traditions-around-world/">https://www.natgeokids.com/uk/primary-resource/christmas-traditions-around-world/</a></p> <p><a href="https://www.natgeokids.com/uk/primary-resource/north-south-poles-primary-resource/">https://www.natgeokids.com/uk/primary-resource/north-south-poles-primary-resource/</a></p>	<p>Books</p> <ul style="list-style-type: none"> <li>Mr. Elephant's Rio Tour by Janie Dullard</li> </ul> <p><a href="https://www.actionaid.org.uk/.../s/key_stage/0-2357/country/0-2382/page/1">https://www.actionaid.org.uk/.../s/key_stage/0-2357/country/0-2382/page/1</a></p> <p><a href="https://www.natgeokids.com/uk/primary-resource/brazil-primary-resource/">https://www.natgeokids.com/uk/primary-resource/brazil-primary-resource/</a></p>

<https://dfsresources.edina.ac.uk/resources/subject/primary-87>  
<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB>

**Focused Content:**

**Locational and place knowledge:**

- 7 continents and 5 oceans
- Human and physical characteristics of the UK
- Similarities and differences between areas of the UK / World

**Human and physical Geography:**

- Seasonal and daily weather patterns (UK, equator, North, South Pole.
- Key terminology (Refer to list above)

**Geography skills and fieldwork:**

- Maps, atlases, keys
- Compass points
- Ariel photographs / constructing simple maps
- Fieldwork within the grounds.



## KS2 - Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## KS2 - Content

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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 understand how some of these aspects have changed 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 (including day and night)

Place knowledge

- 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

Human and physical geography

describe and understand key aspects of:

- physical geography, 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

Geographical skills and fieldwork

- 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 digital technologies.



Autumn	Spring	Summer
<b>History</b>	<b>History</b>	<b>History</b>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Physical processes that affect the lithosphere:</b></p> <ul style="list-style-type: none"> <li>Erosion and deposition</li> <li>Rivers - features and processes</li> <li>Rivers in the UK</li> <li>Coasts (formations - caves, arches, stacks, loss of land)</li> <li>Coastal erosion problems in the UK.</li> </ul> <p><b>Fieldwork - Rivers</b>  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=e4e4d7f3-ed10-4770-9241-462ca6e8577e&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=e4e4d7f3-ed10-4770-9241-462ca6e8577e&amp;lang=en-GB</a></p> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>	<p><b>Human processes: Trade</b></p> <ul style="list-style-type: none"> <li>Food - main foods in UK supermarkets and where they are sourced.</li> <li>Fossil fuels - oil and its trade between countries.</li> </ul> <p><b>Human processes: Settlements</b></p> <ul style="list-style-type: none"> <li>Settlements in urban areas (patterns and features)</li> <li>Settlements in rural areas (patterns and features)</li> </ul> <p><b>Fieldwork - how does my local area make money?</b></p> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>	<p><b>Physical processes that affect the atmosphere: The water cycle</b></p> <ul style="list-style-type: none"> <li>Evaporation, condensation, precipitation, run-off.</li> <li>Types of precipitation</li> <li>Types of clouds</li> <li>Extreme precipitation - monsoon, hurricane, cyclone.</li> </ul> <p><b>The human effects of:</b></p> <ul style="list-style-type: none"> <li>Monsoon and hurricane (Case studies of Bangladesh and Haiti)</li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Source, Mouth, National Park, River Bank, River Bed, Stream, Erosion, meander, tributary, basin, deposition, land loss, stacks	Trade, Export, Import, Oil, Fairtrade, The European Union, Economy, Supply, Demand  Settlements, Urban, Rural, Hamlet, Cities, Cathedral, Town, Village, Ports, Market towns, Resorts	Water cycle, Evaporation, Condensation, Precipitation, Water Vapour, Run-off, Rain, Drizzle, Shower, Hail, Snow, Cumulus, Cirrus, Stratus, Nimbus, Monsoon, Hurricane, Cyclone,
<b>Ongoing locational vocabulary:</b> County, Equator, Southern Hemisphere, Northern Hemisphere, Arctic Circle, Antarctic Circle, Latitude, Contours, Thematic Maps, Grid references, Index, Scale, Compass Points (North, East, South, West, North-East, North-West, South-East, South-West)		
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p>Books</p> <ul style="list-style-type: none"> <li>River Boy by Tim Bowler</li> <li>Rivers: a visual history from river to sea by Peter Goes (NF)</li> <li>Journey to the River Sea by Eva Ibbotson (NF)</li> <li>A River by Marc Martin (NF)</li> </ul> <p><a href="https://www.tes.com/teaching-resource/year-4-rivers-6435952">https://www.tes.com/teaching-resource/year-4-rivers-6435952</a>  <a href="https://www.geography.org.uk/download/investigating-rivers...">https://www.geography.org.uk/download/investigating-rivers...</a>  <a href="https://dfsresources.edina.ac.uk/resources/subject/primary-87">https://dfsresources.edina.ac.uk/resources/subject/primary-87</a></p>	<p>Books</p> <ul style="list-style-type: none"> <li>Fossil Fuels by Emilie Dufresne (NF)</li> <li>Eco STEAM: The Crops We Grow by Georgia Amson-Bradshaw (NF)</li> <li>Eco STEAM: The Food We Eat by Georgia Amson-Bradshaw (NF)</li> </ul> <p><a href="https://www.natgeokids.com/uk/primary-resource/fair-trade-geography-primary-resource/">https://www.natgeokids.com/uk/primary-resource/fair-trade-geography-primary-resource/</a>  <a href="https://www.oxfam.org.uk/education/resources/find-your-way-through-trade">https://www.oxfam.org.uk/education/resources/find-your-way-through-trade</a></p>	<p>Books</p> <ul style="list-style-type: none"> <li>Why is water worth? it by Lori Harrison</li> <li>The Rhythm of the Rain by Grahame Baker-Smith</li> <li>Hurricanes! by Gail Gibbons (NF)</li> </ul> <p>The water cycle - KS2 Geography - BBC Bitesize  <a href="https://dfsresources.edina.ac.uk/resources/subject/primary-87">https://dfsresources.edina.ac.uk/resources/subject/primary-87</a></p>
<b>Focused Content:</b>		
<p><b>Locational and place knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> <li>Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> </ul>	<p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> <p><b>Geography skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> </ul>	

- Similarities and differences between locations in the world.

- *Grid references*
- Fieldwork of the area including sketch maps

Autumn	Spring	Summer
<b>History</b>	<b>History</b>	<b>History</b>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Human processes: Transportation</b> See link to help support teaching of this:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.nationalgeographic.org/topics/transportation/?q=&amp;page=1&amp;per_page=25">https://www.nationalgeographic.org/topics/transportation/?q=&amp;page=1&amp;per_page=25</a></li> <li>• Movement within cities (walking, cycling, buses, trams, cars)</li> <li>• Movement within a country (cars, trains, coaches, aeroplanes, canal boats - include examples from around the world, e.g. rickshaw)</li> <li>• Movement between countries (trains for continental; aeroplanes and ships for island to island or inter-continental)</li> </ul> <p><b>Fieldwork - Transport use</b> <a href="https://www.rgs.org/schools/teaching-resources/transport/">https://www.rgs.org/schools/teaching-resources/transport/</a></p>	<p><b>Physical processes that affect the lithosphere: Earthquakes and Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Plate tectonics</li> <li>• Location of the majority of the world's volcanoes</li> <li>• Location of the majority of the world's earthquakes</li> </ul> <p><b>The human effects of:</b></p> <ul style="list-style-type: none"> <li>• Volcanic eruptions</li> <li>• Earthquakes</li> </ul>	<p><b>Physical processes that affect the atmosphere: Climate Change</b></p> <ul style="list-style-type: none"> <li>• The difference between weather and climate</li> <li>• The theory and evidence of climate change caused by human behaviour</li> <li>• Effects of climate change on glaciers, sea levels and temperatures</li> <li>• Human attempts to slow climate change and reduce plastic</li> </ul> <p><b>Physical processes that affect the hydrosphere: Ocean circulation</b></p> <ul style="list-style-type: none"> <li>• Ocean currents</li> <li>• Plastic pollution</li> </ul> <p><b>Fieldwork - plastic pollution</b></p> <ul style="list-style-type: none"> <li>• Use this website for guidance when conducting fieldwork: <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a></li> </ul>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<p>Transportation, Trade links, Inter-Continental, rickshaw, freight, cargo, infrastructure, navigable</p> <p><i>The vocabulary here is dependent on the transport that the teacher decides on.</i></p>	<p>Volcano, Tectonic plates, Extinct Dormant, Active, Ash clouds, Lava flow, Crater, Vent Earthquake, Crust, Fault line, Richter Scale, San Andréa's fault line, dormant</p>	<p>Weather, Climate, Glaciers, Climate Change, Pollution, global warming, currents, El Nino, gulf stream, ocean conveyor belt, ocean circulation, atmosphere, carbon footprint</p>
<p><b>Ongoing locational vocabulary:</b> County, Equator, Southern Hemisphere, Northern Hemisphere, Arctic Circle, Antarctic Circle, Latitude, Contours, Thematic Maps, Grid references, Index, Scale, Compass Points (North, East, South, West, North-East, North-West, South-East, South-West)</p>		
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p><b>Books</b> The Boy Who Biked the World: On the Road to Africa by Alistair Humphreys</p> <p><b>Websites</b> <a href="https://www.geography.org.uk/teaching-resources/transport-logistics">https://www.geography.org.uk/teaching-resources/transport-logistics</a></p>	<p><b>Books</b> Survivors by David Long &amp; Kerry Hyndman (NF) Volcanoes and Earthquakes by Kathy Furgang (NF)</p>	<p><b>Books</b> Under the weather by Tiny Bradman Climate change by Harriet Brundle (NF)</p>
<b>Focused Content:</b>		

**Locational and place knowledge:**

- Locate countries identifying environmental regions and key physical and human characteristics.
- Counties, cities, Geographical Regions, topographical features of the UK
- Land use patterns and how they have changed.
- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Similarities and differences between locations in the world.

**Human and physical Geography:**

- Physical - Refer to list above
- Human - Refer to list above

**Geography skills and fieldwork:**

- Maps, atlases, keys
- Grid references
- Fieldwork of the area including sketch maps

Autumn	Spring	Summer
<b>History</b>	<b>History</b>	<b>History</b>
Autumn	Spring	Summer
<b>Introduction to biomes aquatic</b>  <b>Freshwater</b> <ul style="list-style-type: none"> <li>Lakes and ponds</li> <li>The great lakes of North America</li> <li>Rivers and streams</li> <li>Rivers of the world</li> </ul> <b>Fieldwork - pond study</b> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a> </li> </ul>	<b>Marine</b> <ul style="list-style-type: none"> <li>Oceans and seas</li> <li>Human process of fishing and impact of overfishing</li> <li>Human behaviour that leads to pollution (and how to manage it)</li> </ul> <b>Coral Reef (Great barrier Reef)</b> <ul style="list-style-type: none"> <li>The human impact of coral bleaching</li> </ul>	<b>Estuaries</b> <ul style="list-style-type: none"> <li>The major estuaries in the UK and around the world</li> <li>How estuaries are changing because of pollution e.g. wet wipes</li> </ul> <b>Pacific atolls</b>  <b>Deep sea environments</b>  <b>Fieldwork - pollution</b> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a> </li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Aquatic biome, Freshwater, Salinity, Eco-system, infiltration, impermeable, saturation, interception, salinity, hypolimnion	Marine Biome, Barrier reef, Tropical waters, Open ocean, Rocky shores, Salt marshes, Coral Bleaching, bacteria, chemosynthesis, calcium carbonate, skeleton, hydrothermal vents, kelp forest	Estuaries, Pacific atoll, Deep Sea, Islets, Environments, hermetic corals, guyot, subsistence agriculture, abyssal plain
<b>Ongoing locational Vocabulary:</b> Longitude, Latitude, Greenwich Meridian, Time zones, Tropics of Cancer, Tropic of Capricorn, Linear Scale		
Suggested Texts	Suggested Texts	Suggested Texts
<b>Books</b> Rivers of words: Young Poets and Artists on the Nature of things by Pamela Michael <b>Lakes by Jeanne Hanson (NF)</b>	<b>Books</b> <b>Coral Reef by Gail Gibbons (NF)</b> Journey to the River Sea by Eva Ibbotson	<b>Books</b> Song of the Dolphin Boy by Elizabeth Laird
Focused Content:		
<b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> </ul>		<b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Grid references</li> </ul>

- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Similarities and differences between locations in the world.
- Fieldwork of the area including sketch maps



**Five Stones Learning Federation**



## Geography LTP Year 5/6 - Cycle B

Autumn	Spring	Summer
<b>History</b>	<b>History</b>	<b>History</b>
Autumn	Spring	Summer
<b>Introduction to biomes terrestrial</b>  <b>Tundra</b>  <b>Taiga</b> - Boreal forest - Largest biome on land with conifers (covering high latitudes of the Northern Hemisphere)  <b>Temperate Deciduous Forest</b>  <b>Chaparral</b>  <b>Fieldwork - Do we live in a biome?</b> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a> </li> </ul>	<b>Grassland</b> - Eurasia - Steppes; South America - Pampas; South Africa - Veldts  <b>Temperate Desert</b>  <b>Alpine</b> - Mountainous  <b>Scrubland</b>  <b>Savannah</b>	<b>Tropical forest</b>  <b>Tropical Deciduous rainforest</b>  <b>Tropical rainforest</b>  <b>Fieldwork</b> <ul style="list-style-type: none"> <li>Use this website for guidance when conducting fieldwork:  <a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a> </li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Tundra, Terrestrial Biomes, Taiga, Coniferous, Deciduous, Chaparral Boreal forest, permafrost	Veldts, Pampas, Temperate, Scrubland, Savannah, Alpine, Grassland, sustainable, producer, inhabited, overgrazing	Deforestation, Vegetation belt, Tropics, Equatorial, Climate Zones, emergent, upper canopy, understory
<b>Ongoing locational Vocabulary:</b> Longitude, Latitude, Greenwich Meridian, Time zones, Tropics of Cancer, Tropic of Capricorn, Linear Scale		
Suggested Texts	Suggested Texts	Suggested Texts
<b>Books</b> <b>Wilderness</b> by Mia Cassany (NF) <b>The Incredible Ecosystems of Planet Earth</b> by Rachel Ignatofsky (NF) <b>Biomes</b> by Izzi Howell (NF)	<b>Books</b> <b>Deserts around the world</b> by Jen Green (NF) A long walk to water by Linda Sue Park	<b>Books</b> <b>Rainforests</b> by Anita Ganeri (NF) The vanishing rainforest by David Platt
Focused Content:		
<b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> <li>Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> <li>Similarities and differences between locations in the world.</li> </ul>		<b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Grid references</li> <li>Fieldwork of the area including sketch maps</li> </ul>