

**THE RADSTONE**

Primary School



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## **LONG TERM PLANNING**

Geography  
Whole School



### Purpose of Study

At The Radstone a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims of the Geography national curriculum

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, analyse 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.

## Key Stage 1 Overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	My local area	Hot and Cold countries	World Countries
<b>Year 2</b>	Uses Atlases and Maps	Island homes - Human and physical features	Seaside location

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### Year 1

These are the expected outcomes for each topic in Year 1:

#### My local area

Physical geography	Know the main differences between city, town and village.  Know their address, including postcode.
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#### Hot and Cold Countries

Locational knowledge	Know the names of the four countries that make up the UK and name the three main seas that surround the UK.
Place knowledge	Know features of hot and cold places in the world.
Physical geography	Coldest season in the UK (link with Science)  Know and recognise main weather symbols.
Skills and fieldwork	Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W, on a compass.

#### World Countries

Locational knowledge	Know the names of the five oceans.
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### Year 2

These are the expected outcomes for each topic in Year 2:

#### Atlases and maps

Locational knowledge	-Know the names of and locate the seven continents of the world -Know the names of and locate the five oceans of the world. -Able to identify the United Kingdom on a world map and name the 4 countries that make up the UK as well as the 4 seas/oceans that surround the UK. -Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. -Identify the flags associated with the 4 countries that make up the UK.
Skills and fieldwork	-Right, near, far, to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. -Identify North, South, East and West on a compass. -Able to use aerial views to identify continents and oceans in the world.

#### Island Homes

Place knowledge	Know the main differences between a place in England (London) and that of a small place in a non-European country (Maui, Hawaii)
Physical geography	Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, hill, sea, coast, beach, soil, vegetation, season and weather Explain some of the advantages and disadvantages of living in a city or village.
Skills and fieldwork	Right, near, far, to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key.

#### Seaside Location

Physical geography	-Identify seasonal and daily weather patterns (link Science) -Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, hill, sea, coast, beach, soil, vegetation, season and weather Explain some of the advantages and disadvantages of living in a city or village.
Skills and fieldwork	-Right, near, far, to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key.  -Use directional language to explain a route.



**Lower Key Stage 2 Overview**

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.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<b>Villages, Towns and Cities</b>	<b>Rivers</b>	<b>Journeys, Maps and Compasses</b>
<b>Year 4</b>	<b>India</b>	<b>Hemispheres and Climate Zones</b>	<b>Migration</b>



**Year 3**

These are the expected outcomes for each topic in Year 3:

**Villages, Towns and Cities**

Locational knowledge	Know the names of and locate at least eight counties and at least six cities of the United Kingdom.
Human geography	Human features of villages, towns and cities. Settlement patterns and land use.

**Rivers**

Locational knowledge	Know, name and locate the main rivers in the UK
Place knowledge	-Know and label the main features of a river -Know the name of and locate a number of the world's longest rivers
Physical geography	-Know and label the main features of a river. -Know the name of and locate a number of the world's longest rivers.

**Journeys, Maps and Compasses**

Locational knowledge	-Know the names of and locate at least eight European countries (including Russia) -Use maps to locate European countries and capitals -Know the names of and locate at least eight counties and at least six cities of the United Kingdom.
Physical geography	Climate zones, biomes and vegetation belts.
Skills and fieldwork	-Use maps, atlases, globes, digital/computer mapping to locate European countries and capitals.  -Know and name the eight points of a compass Know how to plan a journey within the UK, using a road map

**Year 4**

These are the expected outcomes for each topic in Year 4:

**India**

Locational knowledge	Know the names of and locate at least eight major capital cities across the world.
Place knowledge	-Compare the weather in India to that in the UK -Discuss and compare populations and standard of living in India to the UK.
Physical geography	Understand the physical features of the country studied, e.g. Himalayas bordering India
Human geography	Discuss and compare populations and standard of living in India to the UK.
Skills and fieldwork	Use maps, atlases and globes to locate the Equator, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian.

**Hemispheres and Climate Zones**

Locational knowledge	-Know the names of and locate at least eight major capital cities across the world -Know the names of four countries from the southern and four from the northern hemisphere -Identify the position of the Arctic and Antarctic circle
Physical geography	-Know the climate zones and how they are different -Understand the different hemispheres and how daylight varies depending on location on the Earth

**Migration**

Skills and fieldwork	-Use OS maps, symbols and keys to build knowledge of the United Kingdom and the wider world -Use longitude and latitude coordinates to locate areas of the world on a given resource.
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**Upper Key Stage 2 Overview**

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.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<b>Biomes</b>	<b>Coasts</b>	<b>Sustainability</b>
<b>Year 6</b>	<b>Mountains, volcanoes and earthquakes</b>	<b>Local study</b>	<b>World geography</b>

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### Year 5

These are the expected outcomes for each topic in Year 5:

#### Biomes

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. -Rainforests, taiga forests, tundra, savannah, desert -Identify the position and significance the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.
Place knowledge	-Know what is meant by biomes and what are the features of a specific biome and locate countries and cities within them.  - Compare the Taiga and rainforest biomes and look for similarities and differences and how the inhabitants have adapted to survive.  - Know what is meant by biomes and what are the features of a specific biomes and how their geographical location determines the natural geography and ecology.  - To know how modern developments have had an impact on indigenous peoples and the health and sustainability of different biomes.
Skills and fieldwork	- Know how to use graphs to record features such as temperature or rainfall. -To use atlases to locate countries and cities within biomes.

#### Coasts

Locational knowledge	-To explain how water and weather can change the landscape. -To identify coastal features of the UK and explain how they have changed over time.
Place knowledge	- Make comparisons between British coastlines and coastlines from other areas of the world. - To know the names of several coastal towns in the UK and discuss how they have changed over time. -Describe how human activity changes the landscape.
Physical geography	-Explain the features of a water cycle. -To understand how coasts are formed and how they change.

#### Sustainability

Locational knowledge	- How international borders in Europe have changed over time.
Human geography	- To understand the impact of settlers in native civilisations. <ul style="list-style-type: none"> <li>• Innuits</li> <li>• Amazonian tribes</li> </ul>

### Year 6

These are the expected outcomes for each topic in Year 6:

#### Mountains, Volcanoes and Earthquakes


#### Local Study


#### World Geography


-To know how modern developments have had an impact on indigenous peoples and the health and sustainability of different biomes.  
-To know how cities around the world are changing to become more sustainable and compare it to cities within the UK and suggest improvements. – Freiburg, Curitiba