



## Geography Long Term Plan

# Geography

*“An understanding of the natural world and what's in it is a source of not only a great curiosity but great fulfilment.” David Attenborough*

### Our School Intent. How is the curriculum organised?

The intention of the Geography Curriculum at Lilycroft Primary School is to inspire our children's curiosity and wonder to explore the world in which we live in. We intend to equip our children with geographical skills needed to develop their knowledge and understanding of the earth's features both in human and physical forms. Through our quality first teaching, we intend to provoke thought and questions. We want to actively encourage our children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place within it. The Geography Curriculum at Lilycroft Primary School is designed to enable children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. As our children progress through the school, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provides explanation of how the Earth's features at different scales are shaped, interconnected and change over time. Most importantly we seek to inspire our children with curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

### Geography curriculum and SEND

Geography curriculum at Lilycroft Primary School will be ambitious for all pupils, including children with SEND. Children and young people with SEND will have their individual needs recognised bearing in mind that every pupil is different. Geography curriculum will be introduced in manageable chunks, sequenced in a coherent way to enable pupils to build on prior knowledge. Opportunities for SEND children to work with a variety of peers and be supported by a variety of adults will be provided, embracing and promoting an inclusive learning environment.

### **Key Concepts**

Nine **key concepts** of geography repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of geography:

**Boundaries** (continents, localities, nations)

**Cartography** (atlases, directions, distance, Equator, latitude, longitude, North/South Pole, maps, scale, symbols)

**Change** (adaptation, sustainability)

**Climate** (climate change, climate zones, pollution, weather- including seasons)

**Interdependence** (economy, trade)

**Movement** (migration, immigration, navigation, transport)



**Physical Geography** (biomes, bodies of water, tectonics, topography)

**Resources** (energy, food supply, infrastructure)

**Settlements** (population, rural areas, urban areas)

| Year Group | Autumn One Block 1   | Spring One Block 2 | Summer One Block 3 |
|------------|--|--------------------|--------------------|
| REC        | <p align="center"><b><u>Development Matters, ELG for Understanding the World and Now Press Play</u></b></p> <p><b><u>Children in Reception:</u></b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities/differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b><u>ELG</u></b></p> <p><b><u>(People Culture and Communities)</u></b></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> </ul> <p><b><u>(The Natural World)</u></b></p> <ul style="list-style-type: none"> <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>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b><u>Now Press Play EYFS: Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Autumn</li> <li>• Spring</li> <li>• Summer</li> <li>• Winter</li> <li>• Weather</li> <li>• On Safari</li> </ul> |                    |                    |



Year 1

**Four seasons** – An opportunity for the children to get out and about using their fieldwork skills.

This unit looks at changes in seasons and weather whilst exploring how this affects us and our animal friends.

**Enquiry Question**

Why does the weather change?

**End points**

- Name the four seasons in the year and how they contrast from one another.
- *Identify and observe seasonal and daily weather patterns. (ongoing)*
- Understand seasons affect plants and trees – deciduous, evergreen (science link).
- *Use observational skills to notice the change in leaves in Autumn. Undertake fieldwork (collecting leaves/conkers and to identify deciduous and evergreen trees and shrubs).*
- To know the seasons have an affect animals -e.g. some animals hibernate during the colder months.
- To know the seasons affect the way people live their lives in the UK.
- Understand the climate is changing and the world's temperature is getting hotter.

**Key Vocabulary**

**Temperature** - Temperature is the amount of heat in something. This is measured with a thermometer.

**Climate** - the description of the long-term pattern of weather in a particular area.

**Weather** - is the way the air and the atmosphere feel. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.

**Seasonal** - things that happen periodically, during a certain season.

**Where we live** – Getting the children excited about their local area and school!

This unit gives the children chance to explore their local area and begin making their first maps!

**Enquiry Question**

Why do we have maps?

**End points**

- To know Bradford is a city in England. It is the place where we live. *(Begin to use world maps and atlases so that children can understand where they are in world. Begin to use locational language so that children know we live in a city. The children use directional language to understand the position of England in the U.K. i.e. England is below Scotland. Wales is next to England.)*
- Understand Bradford has many different postal areas and our school is in the Manningham area of Bradford. *(Use Google Earth to view Manningham and locate our school with support.)*
- *Identify any key human and physical geography in Manningham i.e. Our school, Lister Park, Local Shops, Buildings etc. Use aerial photographs to view and describe the places with support.*
- *Go on a local area walk and observe human features in their natural area.*
- *Make a simple map of their local area following their local area walk.*

**The Seven Continents** – Looking at the whole of our planet and how the continents are split up.

**Boundaries**

Children are given the opportunity to start looking at the big picture and see how small Bradford and England are! They will also meet some new animal friends that have adapted to different continents.

**Enquiry Question**

How big is the world?

**End points**

- *Name and locate the world's seven continents using atlases with support.*
- *Name and locate the world's five oceans using globes with support.*
- *Begin to use simple compass directions (North, South ONLY)*
- Understand geographical similarities and differences between the different continents.
- There are different animals which can be found on the different continents and the oceans.

**Key Vocabulary**

**World**- the earth and all the people and things on it.

**Continent** - a very large solid area of land (which can include neighbouring islands).

**Ocean**- a very large area of saltwater.

**Equator** - an imaginary line drawn around the middle of Earth, dividing it into the Northern and Southern Hemispheres.

**Aerial**- seen from above.

**Now Press Play KS1**

- Arctic
- Seas and Oceans

**PD Opportunities**



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|               | <p><b>Hibernate/hibernation</b> - is when an animal slows its heart rate to save energy and survive the winter without eating much.</p> <p><b>Deciduous trees</b> - are trees that shed their leaves once a year, usually during the season of autumn, when their leaves are mature, or fully grown.</p> <p><b>Evergreen</b> - having leaves that remain green all year long.</p> <p><b>Now Press Play KS1</b></p> <ul style="list-style-type: none"> <li>Seasons</li> </ul> <p><b>PD Opportunities</b></p> <p>Field work- Autumn walk to Lister Park to collect leaves/conkers etc and to observe (deciduous and evergreen trees).</p> | <p><b>Key Vocabulary</b></p> <p><b>City</b> - is an area in which a large number of people live fairly close together.</p> <p><b>Postcode Area</b> – an area split into smaller geographical areas.</p> <p><b>Local</b> - existing in or belonging to the area where you live, or to the area that you are talking about.</p> <p><b>Map</b>- is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are.</p> <p><b>Human Features</b> – things you can see that have been created by humans. i.e. roads, bridges etc.</p> <p><b>Physical Features</b> – things you can see that have been created naturally i.e. rivers, mountains etc.</p> <p><b>Now Press Play KS1</b></p> <p>N/A</p> <p><b>PD Opportunities</b></p> <p>Go for a local area walk. Start from school, walk around Lister Mills, through the houses on Victor Road area and to the Park and back.</p> |  |
| <p>Year 2</p> | <p><b>Food and Farming – Children will start to gain an understanding how much goes on in farms across the world!</b></p> <p><u>This unit looks at life on farms from crops to animals and allows the children to make connections through aerial photography.</u></p> <p><b>Enquiry question.</b></p> <p>Where does my food come from?</p> <p><b>End points</b></p> <ul style="list-style-type: none"> <li>To know a farm is a place where crops and different livestock are grown for food.</li> <li>There are three main types of farming – dairy, arable, livestock.</li> </ul>   | <p><b>A trip to Pakistan – A chance to compare a different place to the place they live.</b></p> <p><u>The children already know about Bradford and England from year one and this allows them to find similarities between contrasting countries.</u></p> <p><b>Enquiry question:</b></p> <p>Are different places around the world different or the same?</p> <p><b>End points</b></p> <ul style="list-style-type: none"> <li>Pakistan is a country located in Asia. <i>Use google maps to locate Pakistan with some support.</i></li> </ul>  | <p><b>I do like to be beside the seaside – Children will use their knowledge of the UK’s surrounding oceans from year one to develop more complex geographical thinking.</b></p> <p><u>This unit takes a look at the UK as an island and teaches the children about features of coastlines before they explore it themselves.</u></p> <p><b>Enquiry question:</b></p> <p>If I swam east from the coast where would I end up?</p> <p><b>End points</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify the four countries of the United Kingdom using locational and directional language. <i>Use maps with some support.</i></li> </ul> |



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- To understand farms have different land use – e.g. fields for grazing for livestock, fields for growing crops. *(Use aerial photography to describe different land use with some support).*
- To understand a day in the life of a farmer.
- To understand food travels on a journey from a farm to the shops.
- To understand farming can have negative impacts on the environment.

### Key Vocabulary

**Crops** - a plant or plant product that can be grown and harvested extensively for profit or subsistence.

**Arable** – is land worked (ploughed or tilled) regularly, generally under a system of crop rotation.

**Livestock** - farm animals who are raised to generate a profit.

**Dairy** – food products made from milk.

**Organic (farming)** - a method of agricultural production that excludes the use of synthetic substances, such as pesticides, synthetic medicines or fertilisers, and genetically modified organisms

**Agriculture** – is another word for farming. It included both growing and harvesting crops and raising animals or livestock.

**Harvest** – is the process of gathering a ripe crop from the fields.

### Now Press Play KS1

- On the Farm

### PD Opportunities

Visit to a Farm – Workshop on ‘produce and livestock’

- Pakistan is a temperate country - hotter than the UK as it is nearer to the equator.
- Pakistan has different geographical features – e.g. mountains, plains and deserts.
- Pakistan has a different culture – language, clothes, food, religion.
- Many people have migrated from Pakistan to Bradford in the 1960s and 1970s for employment.

### Key Vocabulary

**Country** – is land that is controlled by a single government.

**Plains** – is a broad area of relatively flat land

**Temperate** - is used to describe a climate or a place which is never extremely hot or extremely cold.

**Desert** – a place that has very little rainfall.

**Population** - is the number of people living in a certain place.

**Culture** – is the traditions and beliefs that a group of people practice in their daily lives.

**Migration** - the movement of a person or people from one country, locality, place of residence, etc., to settle in another.

### Now Press Play KS1

N/A

### PD Opportunities

Visitor from a Pakistani Citizen to talk about their home, life in Pakistan.

- *Name, locate and identify the capital cities of the four countries of the United Kingdom using locational and directional language using atlases with some support. Use basic grid references within the atlas.*
- *Name, locate and identify the surrounding seas of the United Kingdom using locational and directional language using maps with some support.*
- *Use compass directions (North, South, West, East). Compasses always point north.*
- *Use aerial photographs with some support to recognise geographical features of different coastlines. Including human and physical features.*
- Children to understand not all beaches are sandy.

### Key Vocabulary

**Capital City**- The capital city, often called the capital, is the one from where the government of a country functions. All prominent offices like parliament or the highest court of justice are situated in the capital.

**Coast**- The coast is the land along a sea.

**Coastline**- The boundary of a coast, where land meets water

**Bay**- A bay is a body of water partially surrounded by land.

**Cliff**- A cliff is a mass of rock that rises very high and is almost vertical.

**Cove**- a small sheltered bay

**Dune**- *a mound of sand formed by the wind*, usually along the beach or in a desert.

**Harbour**- is a place where ships and boats may shelter. Some harbours are used as ports to load and unload ships.



Year 3

**Cities in the UK: An opportunity to look at our place in the UK as a major city.**

The children will really start to explore England at greater depth and understand where their home fits in.

**Enquiry question:**

Can I identify major cities in the UK from a map?

**End points**

- To understand a city is a settlement which is bigger than a village and a town and has different services. It is given city status because of the population size, type of council or it has a cathedral.
- To know cities, have a city 'centre' with lots of shops, businesses and landmarks – potential visit.
- *To illustrate a sketch map of Bradford identifying different landmarks.*
- To understand people sometimes migrate to cities from suburbs or between cities.
- *Locate Bradford and the other major cities in the UK using google maps – London, Manchester, Birmingham, Leeds, Glasgow, Southampton, Liverpool and Newcastle.*
- To understand different cities have different cultures – e.g. food, dialect, diversity of people and ages.

**The Nile: An exciting chance for the children to spread their wings and go somewhere different!**

The children will encounter a massive river that has had such a significant impact on trade and settlements, in complete contrast to the River Aire and begin to learn about the physical features of rivers.

**Enquiry question:**

Where is the Nile and is it like the River Aire?

**End points**

- A river is a waterway that flows. Rivers are natural features. They have a source and a mouth.
- The Nile is the longest river in Africa. The River Nile is located mostly in Egypt and flows to the Mediterranean Sea. *Use globes to identify the River Nile.*
- The River Nile influenced the position of major settlements in Ancient Egypt due to its trade and transport links.
- *The River Aire is a smaller river located in Yorkshire, England. It is 92 miles (148 km) in length and runs from the Yorkshire Dales to join the River Ouse near the small town of Airmyn. Use google maps to identify the river.*

**Lighthouse-** A lighthouse is a tower topped with a very bright light called a beacon. The beacon is used by sailors to help guide their ship at night.

**Now Press Play KS1**

- The UK
- Maps (using a compass)

**PD Opportunities**

Beach Day in School.

**Significant Landmarks: Children will enjoy revisiting the continents they learnt about in year one and seeing natural and manmade landmarks.**

The children will learn about amazing land marks across different continents.

**Enquiry question:**

What are UNESCO sites and why are they so important?

**End points**

- Understand what UNESCO heritage sites are and why it is important that they are conserved/protected.
- *Locate the major UNESCO heritage sites using atlases and digital maps mostly independently.*
- *Describe different landmarks using aerial photography mostly independently.*
- Contrast the different sites and explain differences in their physical and man-made characteristics.
- Understand the impact of tourism on heritage sites and the positive and negative effects on the local areas.
- Identify and describe landmarks and special sites in our local area – e.g. Saltaire.



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|               | <p><b>Key Vocabulary</b><br/> <b>Landmark</b> – Features or structures around the world that are easily recognised or special.<br/> <b>City</b>- A city is a place where many people live together. Cities often have large systems for transport, housing, businesses and communication. They are larger than towns and often contain cathedrals.<br/> <b>Village</b> - Villages are small settlements with a small number of houses for a few hundred people to a few thousand people.<br/> <b>Town</b> - A built-up area with a name, defined boundaries and local government. It is larger than a village and generally smaller than a city.<br/> <b>Cathedral</b> - A cathedral is a Christian church that is the home church of a bishop.<br/> <b>Settlement</b> – A settlement is a place where people live and sometimes work.<br/> <b>Suburbs</b> - A suburb is a place where people live just outside of a city or town.<br/> <b>Dialect</b> - Dialect is how people speak in a particular region, or how people speak who belong to a particular group: Dialect includes grammar, pronunciation, and vocabulary.<br/> <b>Now Press Play KS1</b><br/> N/A<br/> <b>PD Opportunities</b><br/> Potential visit to the City Centre.</p> | <ul style="list-style-type: none"> <li>The River Nile contrasts the River Aire in its size, features and uses.</li> </ul> <p><b>Key Vocabulary:</b><br/> <b>River</b> – A river is the path that water takes as it flows downhill towards the ocean.<br/> <b>Source</b> – The place where a river begins to flow.<br/> <b>Mouth</b> – The place where a meets the sea.<br/> <b>Trade</b> - Trade is the. buying and selling of goods and services.<br/> <b>Waterway</b> - A waterway is any body of water that can be used for transportation by people in boats. These include rivers, lakes, oceans, and canals.<br/> <b>Contrast</b> - Comparing involves identifying similarities and/or differences between two or more things.<br/> <b>Now Press Play KS2</b><br/> (N/A)<br/> <b>PD Opportunities</b></p> | <ul style="list-style-type: none"> <li>Fieldwork opportunity – visit to local landmarks – Saltaire. <i>Create a sketch map to record different landmarks.</i></li> </ul> <p><b>Key Vocabulary:</b><br/> <b>Landmark</b> – Features or structures around the world that are easily recognised or special.<br/> <b>Conservation</b> – The protection of special places or things found in nature.<br/> <b>Culture</b> – the way that people live – including food, clothing, language, celebrations, traditions, religions.<br/> <b>UNESCO</b> – United Nations Educational, Scientific and Cultural Organisation.<br/> <b>Tourism</b> – Travel and its impact on a place.<br/> <b>Manmade</b> – Something that is not natural and was created by humans.<br/> <b>Heritage Site</b> – A special cultural or natural place considered to have important value.<br/> <b>Now Press Play KS2</b><br/> (N/A)<br/> <b>PD Opportunities</b><br/> Trip to Saltaire - World Heritage Site.</p> |
| <p>Year 4</p> | <p><b>Climate and Weather:</b> An opportunity explore deserts, tundra, grasslands, forests and ice sheets.<br/> The children will now start to get a deeper understanding of how climates differ across the earth and start to think critically about maps.<br/> <b>Enquiry question:</b><br/> <b>What do we mean by weather and climate?</b></p>   | <p><b>Natural disasters:</b> Finding out about volcanoes and earthquakes.<br/> Children will become aware of HOW and WHY these things happen and also begin to understand WHERE.<br/> <b>Enquiry Question</b><br/> <b>What causes Earthquakes and Volcanoes and are we Safe?</b></p>  | <p><b>Waterways in the UK:</b> A more detailed look at waterways, starting big and then focussing in close to home.<br/> Children will revisit their knowledge of oceans across the earth and gradually zoom in to find out about our very own Saltaire and its canals.<br/> <b>Enquiry Question</b></p>  |



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### End points

- To understand weather describes the short-term state of the atmosphere in a particular place and time. Changes in atmospheric pressure causes changes in weather.
- A high-pressure system usually brings cool temperatures and clear skies. A low-pressure system can bring warmer weather, storms, and rain.
- Climate describes the typical weather conditions experienced by an area over an entire region for a long time period of 30 years or more.
- There are 3 main climate zones – polar, temperate and tropical. They experience different weather due to certain places being closer to the sun. (*Locate the equator, tropic of Capricorn, tropic of cancer and arctic circle.*)
- Each different climate zone has different biomes due to their temperatures – including deserts, forests, tundra, ice sheets and grasslands.
- Some places experience extreme weather – e.g. hurricanes, drought, tornados.

### Key vocabulary:

**Biomes** - Biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live.

**Pressure** - is a way of measuring how much force is acting over an area. The atmosphere that surrounds Earth has weight and pushes down on anything below it. The weight of air above a given area on Earth's surface is called atmospheric pressure.

**Atmosphere** - contains the air that we breathe and is a blanket of gases that surrounds Earth.

**Temperate** - Mild temperatures and moderate rainfall.

### End points

- The earth has an internal structure.
- The earth's crust is split into tectonic plates which move in different ways. *Use maps to locate the different tectonic plates and plate boundaries mostly independently.*
- Earthquakes happen mostly on plate boundaries and are caused by plate movement. Earthquakes happen on different scales and can cause a variety of hazards to people and the environment.
- Volcanoes form mostly on plate boundaries. Different types of volcanoes are caused by different plate movements.
- Volcanos cause a variety of hazards to people and the environment.
- Societies have adapted to reduce the impacts of natural disasters.

### Key Vocabulary:

**Core** - is the innermost section of the earth's structure.

**Mantle** - is in the middle section of the earth's structure.

**Crust** – The outermost layer of the earth's structure.

**Tectonic plates**- large pieces called tectonic plates which break the crust. Their movement form mountains, causes earthquakes and they even rearrange the position of continents.

**Earthquake** - is an intense shaking of Earth's surface. The shaking is caused by movements in Earth's outermost layer.

### **Water, Water everywhere. What are the Water features that define the UK?**

### End points

- Rivers follow a journey from the source to the mouth. They flow downhill towards the sea.
- *Sketch a map of a river and identify the features.*
- Rivers change over time and they change the landscape.
- Rivers need to be managed as they can flood.
- The major rivers in the UK – including the Severn, Thames, Trent, and Aire. *Locate the rivers using an atlas mostly independently. Use the keys and symbols in the maps and index to identify rivers. Use grid references within the atlas.*
- Canals are man-made waterways that were important for trade – visit to Saltaire.
- The Lake District is dominated and named after it's Lakes and is a very important tourist area. *Use google maps aerial photography to describe the local area.*

### Key Vocabulary:

**Source** – The place where a river begins to flow.

**Mouth** – The place where a meets the sea.

**Meander** – the winding course of a river.

**Ox Bow Lake** – A curved lake which is the remains of a river's meander.

**Estuary** – The place where the river meets the tides.

**Upstream** – The direction opposite to the flow of a river.

**Downstream** – The direction of the flow of the river.

**Canal** – A manmade waterway built for trade.

**Now Press Play KS2**





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|               | <p><b>Tropical</b> - Warm temperatures and lots of rain.</p> <p><b>Tropics</b> - The region of the Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge.</p> <p><b>Tundra</b> - is an area of treeless, level or rolling ground found in cold regions.</p> <p><b>Grasslands</b> - are wide expanses of land filled with low growing plants such as grasses and wildflowers. The amount of rain is not enough to grow tall trees and produce a forest, but it is enough to not form a desert.</p> <p><b>Ice sheet</b> - is a large mass of glacier ice that covers an area of more than 50,000 square kilometres (19,000 sq mi).</p> <p><b>Hurricane</b> - is a large rotating storm with high speed winds that forms over warm waters in tropical areas.</p> <p><b>Tornado</b> - A tornado is a giant tube of air that spins violently, extending from the thunderstorm to the ground.</p> <p><b>Drought</b> - a shortage of rain over a long period of time.</p> <p><b>Press Play KS2</b></p> <ul style="list-style-type: none"> <li>• Rainforests</li> </ul> <p><b>PD Opportunities</b></p> | <p><b>Tsunami</b> - It is a large wave caused by movements in Earth's outer layer, or crust, which move ocean water.</p> <p>Shield volcano - is a large volcano with shallowly-sloping sides.</p> <p><b>Composite volcano</b> - are large, steep-sided volcanoes.</p> <p><b>Cinder cone volcano</b> - Cinder cones are small cone shaped volcanoes with a crater at the top. They are usually less than 300 meters tall.</p> <p><b>Richter Magnitude Scale</b> - is a measurement system used when measuring the magnitude of an earthquake. The intensity scale ranges from 1 to 10.</p> <p><b>Now Press Play KS2</b></p> <ul style="list-style-type: none"> <li>• Natural Disasters</li> </ul> <p><b>PD Opportunities</b></p> <p>Making outdoor volcanos with playdough, coca-cola, bicarbonate soda etc.</p> | <ul style="list-style-type: none"> <li>• Water Cycle</li> </ul> <p><b>PD Opportunities</b></p> <p>Trip to River Aire- Walk to the different parts of the river to observe the flow.</p>   |
| <p>Year 5</p> | <p><b>Climate Change and Pollution: A current and hard-hitting subject for the children to get their teeth into!</b></p> <p>The children will use their prior knowledge on climates to gain a good understanding of how change is taking place.</p> <p><b>Enquiry Question</b></p> <p><b>Why is our World Polluted and What Can we do about it?</b></p>  | <p><b>How Bradford has changed:</b> Back to the children's home city!</p> <p>This time looking at changes over the years from people to transport.</p> <p><b>Enquiry question:</b></p> <p><b>How did Bradford Change from a Rural Village to a Major City?</b></p> <p><b>End points</b></p> <ul style="list-style-type: none"> <li>• In the 19th Century, Bradford was a small market town of 16,000 people, wool spinning and cloth weaving was done in local cottages and farms.</li> </ul>   | <p><b>Mountains: An exciting visit to the tallest places on earth, from the Andes to the Himalayas!</b></p> <p>Children will use knowledge gained about tectonic plates in year 4 to learn geographical terms for different types of mountains and then discover how high some really stretch.</p> <p><b>Enquiry question:</b></p> <p>Why are mountains so tall and what made them?</p> |



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### End points:

- Climate change is the gradual heating of the planet caused by the burning of fossil fuels which release greenhouse gases into the atmosphere.
- Climate change will cause ice caps to melt which will cause sea levels to rise.
- Climate change will cause more extreme weather – such as more storms, more rainfall and drought.
- Plastic pollution is the overuse of plastic which is impacting many habitats particularly in the aquatic biome. Microplastics pose a risk to human health as well as animals.
- Climate change threatens biodiversity and risks extinction of many species.
- Climate change threatens human society – e.g. food production, sea level rise flooding cities, tropical diseases in currently temperate regions.
- Human Choices can lead to better or worse outcomes – e.g. people can choose to not buy single use plastic or use less energy.

### Key Vocabulary:

**Greenhouse effect** - is a process that occurs when gases in Earth's atmosphere trap the Sun's heat.

**Biodiversity** - is the rich variety of life on Earth.

**Microplastics** - are tiny bits of plastic. Often, they are too small to be seen.

**Single-use plastic** - Single-use relates to items that are only used once before they're thrown away.

**Drought** - is a shortage of rain over a long period of time.

**Extinction** - is the dying out of a species.

### Now Press Play KS2

Reducing Carbon Footprints.

### PD Opportunities

Climate Change Protest outside school.

- Less than ten years later, Bradford had become the wool capital of the world with a population of 100,000. Industrial growth led to the rapid expansion of the city – *Use maps and satellite images to make comparisons of Bradford between different times. Use the key in the map to identify landmarks independently.*
- Fieldwork opportunity – Lister's Mill. *Use graphs to show the increase of trade in Bradford due to Lister's Mill.*
- Textiles have declined in recent years but the local economy has expanded with lots of different industries – e.g. media trades (we now have the Media Museum).
- Health (life expectancy) has improved over time – less air and water pollution, sewerage, better housing – Clean Air Zone.
- In the 1950s Bradford was transformed by a large-scale immigration from the West Indies, India, Bangladesh and Pakistan, Bradford is one of the UK's most multi-cultural city.

### Key Vocabulary:

**Urbanisation** - means that more areas of the world are becoming cities and fewer are small towns or farmland.

**Industry** - is a group of businesses that make or sell similar products or perform similar services.

**Industrialisation** - is a process that happens in countries when they start to use machines to do work that was once done by people.

### End points

- How mountains are formed (tectonic plates slowly colliding) and how the landscape changes over time.
- *How to identify mountains and their features using aerial photography / google maps mostly independently.*
- How to use the topography on maps to identify the heights of land. *Use topographical maps (e.g. OS maps) with some support.*
- To know the main mountains in the UK – Ben Nevis/Scafell/Snowdon and locate them on a map.
- The highest mountains in the world and how they contrast in scale from local UK mountains.
- Major mountain chains of the world - Andes, Rockies, Alps, Himalayas. *Use a map to locate the mountain ranges and describe their location using the eight compass points (e.g. North East).*

### Key Vocabulary:

**Topography** – The way in which shape and height are displayed on a map.

**Summit** – The highest point of a mountain.

**Gradient** – The steepness of a slope.

**Elevation/Altitude** – Distance above sea level.

**Folds** – When rocks deform and bend over time due to pressure.

**Valley** – The ditch in the earth's surface between hills or mountains.

**Geology** – The study of rocks.

### Now Press Play KS2

(N/A)

### PD Opportunities



## Geography Long Term Plan

|               |   |  |   |
|---------------|---|--|---|
|               |   | <p><b>Immigration</b> - is the process of moving to a new country, with plans to live there permanently.</p> <p><b>Economy</b> - It's the way people spend money and the way people make money.</p> <p><b>Multicultural</b> - is a word that describes a society where many different cultures live together.</p> <p><b>Media</b> - is used to pass on information to many people in a society.</p> <p>Life expectancy - is how long a person is expected to live.</p> <p><b>Now Press Play KS2</b><br/>(N/A)</p> <p><b>PD Opportunities</b><br/>Potential opportunity for fieldwork — Lister's Mill (inside and outside)</p>  |   |
| <p>Year 6</p> | <p><b>North and South pole:</b> An opportunity to explore the coldest places on Earth. Pack some gloves!<br/><u>Children will gain understanding of the arctic circle.</u><br/><b>Enquiry question:</b> Are the north and south poles important?<br/><b>End points</b></p> <ul style="list-style-type: none"> <li>The poles are located at the highest latitudes of the earth – where the earth's axis is. The Arctic circle is at the North Pole and the Antarctic circle is at the South Pole. The poles experience colder temperatures due to their location on earth and their angle in relation to the sun. <i>Use a globe to describe this independently.</i></li> <li>The Arctic is an ocean surrounded by land, whereas Antarctica is land surrounded by ocean on all sides.</li> </ul> | <p><b>UK – India – China study:</b> A fascinating look at three different places, where comparison is key.<br/><u>Children will use all their knowledge to compare and measure geographical and human features across three very different places.</u><br/><b>Enquiry question: Do all places contrast?</b><br/><b>End points</b></p> <ul style="list-style-type: none"> <li>Locate the three countries and their capital cities. Compare the size of the countries i.e. population density. <i>Use google maps independently.</i></li> <li>Compare where the countries are in terms of the tectonic plates. Link to natural disasters and landscape (e.g. India is more mountainous). <i>Use maps (of tectonic plates) independently to describe this.</i></li> <li>Compare cultures, religions and diversity.</li> </ul> | <p><b>Project:</b> An exciting opportunity for the children to use all the knowledge they have gained over the year to put together a team based, independent project.<br/><b>Enquiry question:</b> Can I work in a team to put together a geographical presentation to my peers?<br/><b>End points</b><br/>See all of above! 😊</p> <p><i>Use fieldwork skills to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p> |



## Geography Long Term Plan

- All lines of longitude meet at the poles. The earth is split into time zones with the lines of longitude. We use Greenwich Meridian Time (GMT). *Use a globe to describe time zones independently. Use grid references to describe time zones.*
- The earth completes a full rotation on its axis every 24 hours. The rotation of the earth in relation to the sun causes day and night.
- The angle of the sun changes seasonally due to the oval shape of the earth's orbit. Both poles experience long days and long nights due to the sun's angle in relation to the earth at certain part of the year.
- The earth's magnetic field is north. This is why compasses always point due north. Compasses are used for navigation as they show the user which direction North is.

### **Key Vocabulary:**

**Axis** - Earth's axis is an imaginary pole going right through the centre of Earth from "top" to "bottom."

**Longitude** - a system of lines on a map/glob used to describe the location of any place on Earth. Lines of longitude run in a north-south direction.

**Latitude** - a system of lines on a map/glob used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth.

**Rotation** - Rotation is when something turns or spins around a point located at its centre.

**Compass** - A compass is a tool for finding direction. A simple compass is a magnetic needle mounted on a pivot, or short pin. The needle, which can spin freely, always points north.

- To know countries have different distributions of natural resources (e.g. food, energy, etc.) and this causes a global supply chain.
- To understand big multinational companies exist all around the world and impact on global and local economics – e.g. a lot of products we buy are made in China.
- Fair trade is an agreement created to help people in developing countries to receive a fair price for their products and hard work.

### **Key Vocabulary:**

**Population Density** - the number of individuals occupying an area in relation to the size of that area.

**Economic Trade** - is the buying and selling of goods and services.

**Fair Trade** – is a way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.

**Mountainous** – a places having lots of mountains.

**Diversity** - having a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests.

**Developing Countries** – countries that have less developed economies compared to other countries.

**Globalisation**- is the way that local or national ways of doing things become global, that is, done together around the world.



## Geography Long Term Plan

**Now Press Play KS2**

(N/A)

**PD Opportunities**

**Multinational Companies** – A company working together in partnership with other nations.

**Now Press Play KS2**

(N/A)

**PD Opportunities**

Fairtrade Assemblies