

Geography Long Term Plan

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be on your guard; stand firm in the faith; be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

Geography

Intent	Implementation	Impact and Next Steps
<p>We first and foremost teach within the breadth and ambition of the national Curriculum for geography which aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <p>Through the National Curriculum objectives, we aim to develop essential characteristics of Geographers:</p> <ul style="list-style-type: none"> An excellent knowledge of where places are and what they are like. 	<p>In Early Years:</p> <ul style="list-style-type: none"> Children are introduced to Geography by examining places both near and far away. Their Geography is progressively planned so that they can be geographers of places they know well and then discover about places that are very different to them. The EYFS staff know what is in the curriculum in KS1 and plan to ready children for it. Children engage in fieldwork in their local area. Children are given maps of places further away and, by Reception summer term, begin to use the same maps used in KS1. Children are taught explicit Geography, and told they are being taught Geography, in the summer term of Reception term as part of their preparation for Year 1. <p>Explicit Geography teaching is mapped out across EYFS, Key Stage 1 and Key Stage 2.</p> <p>We alternate between the Geography based unit and a Historical based unit each half-term. Where there are links, teachers exploit these to make knowledge ‘stick’.</p> <p>Across KS1&2, children are given opportunities to carry out Geographical fieldwork.</p> <p>Geography is planned based on specific geographical concepts meeting with specific national curriculum-based studies.</p> <p>Problem solving and reasoning is planned for to allow children to apply their geographical knowledge. This is in the form of “Use Your Head” tasks such as “Good idea or not” etc.</p> <p>Teachers use Knowledge Organisers which detail what knowledge children are expected to have gained by the end of a unit of work – these also act as aide memoires to the children when reflecting through their work. This also acts as a sequence of learning, which teachers use to plan: however, teachers assess their children before, during and after lessons to ensure that end points can be reached and that knowledge is applied not merely within a half-term topic but longer term.</p>	<ul style="list-style-type: none"> Children have a true love of Geography and see themselves as geographers Children have an improved knowledge of the local area (Evidence: Teacher annotations on planning & assessment info) Levels of attainment are high (Evidence: End of unit assessments & marking) Children are now able to talk about their learning in Geography (rather than “topic”) Opportunities for teaching Geographical knowledge have increased significantly (formally & informally) Geography is very evident around school; all classrooms have an information station and each KS has a Geography area to support learning A range of maps are displayed and discussed to support children’s knowledge of places Staff are more confident in teaching Geography and in their own knowledge (Evidence: staff questionnaire)

<ul style="list-style-type: none"> • An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. • An extensive base of geographical knowledge and vocabulary. • Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. • The ability to reach clear conclusions and develop a reasoned argument to explain findings. • Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter. • Highly developed and frequently utilised fieldwork and other geographical skills and techniques. • A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. • The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment. <p>Within our local context:</p> <ul style="list-style-type: none"> • Celebrating our locality where relevant and contextualising where possible to children's experiences before expanding. • Using the many varied opportunities in our local area to give the children meaningful educational experiences through trips and visitors at least once a half term, directly linked to what the children are learning. • Understanding the high potential of our children and the need to stretch and challenge consistently, particularly for higher-attaining pupils. • Having high expectations of all written work and using opportunities for cross-curricular writing as per both external and internal scrutiny. • Preparing children for middle school and beyond through cluster-level ties and very high expectations of geographical skill. 	<p>Knowledge organisers also show key vocabulary – it is of the most upmost that relevant, challenging vocabulary is used accurately and well. We display these in classrooms.</p> <p>Knowledge organisers demonstrate the sequence of substantive knowledge that is required in order to deepen procedural knowledge. This information is presented to teachers to aid planning through this document.</p> <p>High priority is placed on visits and visitors. Good use is made of local sites (e.g. Tyne River Cruise/Newcastle Castle, Gosforth Central Park, as well as the history of the wider North East including Roman occupation).</p> <p>In addition, EYFS has a range of weather boxes and use their outdoor space to draw geographical associations at progressively different levels that KS1 and 2 build upon within their geography curriculum. Beyond EYFS, the school grounds are used to promote Geographical learning e.g. playground markings, school field, school garden and a small wooded area including a fire pit and small “allotment”.</p> <p>Whilst some geographical issues can be planned for and discussed as part of lessons themselves, topical issues are frequently discussed and KS2 children use current issues in the news as discussion points (e.g. environmental issues, sudden weather problems, epidemics etc.).</p> <p>As a Christian school, we place an emphasis on being stewards of God's earth – this means small steps on an everyday basis, such as being more environmentally aware (e.g. recycling, composting, turning off lights, saving water) whilst also considering wider issues (e.g. decline of rainforests) as both geographical and moral issues, linked to our school and church ethos.</p> <p>There are other aspects which are not kept purely within Geography lessons – directional work is taught progressively in a cross-curricular manner where the opportunity arises.</p> <p>The majority of our children are of White British origin; therefore it is important that we celebrate, and teach, respect for diversity. Geography is an integral part of our curriculum which supports children in learning about lifestyles and cultures which are different to their own, for example Fair Trade, topics on the Amazon and native peoples and from RE teaching, learning about, and learning from, different faiths.</p> <p>We actively challenge stereotypes through deliberate cognitive conflict: for example, Egypt is not purely desert and pyramids; Greece is not merely a holiday destination but has also seen refugee crises and rioting.</p>	<ul style="list-style-type: none"> • Increased knowledge of local area (Evidence: teachers feedback from lessons) • Improved staff attitudes and enthusiasm • Visits support enquiry and skill acquisition
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EYFS

Nursery	Autumn Term		Spring Term		Summer Term	
Topic Title	Once upon a time	Sparkling Celebrations	Awe & Wonder	Nature's Miracles	Our Wonderful World	We're going on a journey
Texts – Cycle 1	Goldilocks Baby Bear's Birthday	Pinecone & Penguin Dear Santa	The Gingerbread Man Dinosaur Roar	Dear Zoo Driving my tractor	The Very Hungry Caterpillar Jack and the Beanstalk	The Train Ride Penguin on Holiday
Texts – Cycle 2	No Rising 3s		Peace at Last How to Catch a Star	Noisy Farm Farmer Duck	Chick to Hen Titch	Commotion in the Ocean Pirate Pete
Geography concept (procedural knowledge)	Locational Knowledge	Human and Physical Geography Geographical skills and fieldwork	Place Knowledge/ Geographical skills and fieldwork	Locational knowledge	Human and Physical Geography/ Geographical skills and fieldwork	Place knowledge
Geography Skills	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary • Explore how things work. • Talk about the differences between 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Begin to understand the need to respect 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Show interest in different occupations. • Explore how things work 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

		materials and changes they notice.	and care for the natural environment and all living things. <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. 	
Substantive knowledge	Forests Seasonal changes Who we are and where we come from	Arctic stories Bonfire Night	Chinese New Year	Animals Zoo/Farm Shrove Tuesday	Seasonal changes	Journeys Holidays
Continuous	Identifying weather patterns etc outside Seasonal display and seasonal continuous provision within Investigation area.					
Why this? Why now?	Children are new to the school, so we used familiar contexts of birthdays/parties	Friendship in the context of stories-used Arctic setting as a stimulus Introduction to season of Winter	Introduction of the Story of Creation	Visit to farm in Spring to introduce children to British springtime	Links to seasonal changes	Links to real life experiences/summer holidays/prepares for transitions

Reception	Autumn Term		Spring Term		Summer Term	
Topic Title	Fairytales	The North Pole	Changes	New Life	Africa	Toys (from Y1 – new books)
Texts	The Enormous Turnip The Elves and the Shoemaker	Arctic White (Northern Lights) Harvey Slumfenburger's Christmas Present	Once There Were Giants What the Tree Sees The Growing Story	Owl Babies Beatrix Potter- Peter Rabbit Woodland Animals (NF)	Handa's Surprise Lila and the Secret of the Rain In the Savannah (NF) African Animals (NF)	Major Glad, Major Dizzy Dogger
Geography concept (procedural knowledge)	Location and Place	Location and Place	Location and Place	Location and Place	Location and Place	
Continuous	Daily day of the week and weather chart – also includes month of the year and season Identifying weather patterns and linking it to the season Seasonal display and identifying changes caused by the seasons. Map of UK with postcards linked to where children have visited.					
Continuous DM and ELGs	<p>Development Matters:</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Development Matters Coverage	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Draw information from a simple map. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 	See continuous	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar

				<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. 	<p>situations in the past.</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
ELGs	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.

				appropriate – maps.	stories, non-fiction texts and – when appropriate – maps.	
Specific Geographical vocabulary to teach	Before Now When I was in Nursery, Now I am in Reception Today/yesterday/tomorrow At the weekend Up, down, across Changes Map	Same/Different Similar Map Winter Near far, next to, in front and behind Globe Northern Lights Inuit	When I was a baby Now I am a child When I am an adult Growth Decay Baby Adult Grandparent	Spring Woodland areas British Wildlife Habitat Countryside Town/city Urban/rural Map Direction	Location Africa Continent Kenya Weather Environment Near/far Distance	Summer Journey Past Present Generation
Why this? Why now?	Transition from nursery to reception. Settle new children in a familiar story context.	Christmas Text- links to current events in children's lives Recapping and developing knowledge of Winter Building on knowledge of cold places from Nursery – Antarctica.	Focus on sequencing events Looking at skills achieved, and skills wished to be acquired in the future.	British wildlife builds on Nursery experience of farm. Developing knowledge of British Springtime – Links with Easter story and new life.	Settings – exploring places which are different to the UK – making simple comparisons Finding places on a globe and world map Comparing climates that are different to the one where I live.	Transition from EYs to Yr. 1
Possible lesson progression/ activities	<ol style="list-style-type: none"> 1. Create a story map of the Enormous Turnip – Children to create a simple map of the characters involved in the story. 2. Children will be able to explain, using the story and map, the characters involve in pulling up the turnip. Children to use language such as next, then, after that. 3. Where do I live? Children to make representations of their homes. Do they know the street where they live? 	<ol style="list-style-type: none"> 1. Look at photos of cold places, Where could this be? Is it where we live? Why not? Identify the key features they see in the photographs. Discuss climate. 2. Introduce the word Arctic. Use maps and globe to identify where the Arctic is? Do the children remember learning about 	<ol style="list-style-type: none"> 1. Using the World map children are shown where China is. They understand this is a place within the world. Children find out about China using secondary sources to aid learning. They begin to make observations, discuss and ask 	The story Owl Babies, and the Tale of Peter Rabbit is used to explore British Woodland. <ol style="list-style-type: none"> 1. Identify the key features of a woodland area. Children use their prior knowledge and a range of photographs to identify things that they can see in a woodland area. 	Children will mainly focus upon comparing Africa to the UK but they will begin to look at other environments. <ol style="list-style-type: none"> 1. Use a globe and a world map to find out where Africa is. Discuss if it is near or far from the UK. Do children think it will be 	

	<p>4. Use google maps to look at some of the children's homes.</p> <p>5. Look at maps of the school/arial photo /google maps. This is my new school. Where is it near? Is it close to my house? My school is on Christon Road in Gosforth. Gosforth is in Newcastle upon Tyne.</p>	<p>Antarctica in Nursery? Does it have a similar climate? Why do you think this is? Are they near each other?</p> <p>3. Explore the Northern Lights.</p> <p>4. Compare and contrast the Arctic to Newcastle. Is anything the same? What is different?</p> <p>5. Plan out the route Santa took to reach Harvey Slumfenburgers home.</p> <p>6. Make a map for Santa to follow to reach Harvey Slumfenburgers home. Include the modes of transport he used.</p>	<p>and answer questions about the country and the celebration.</p> <p>2. Children make some comparisons with festivals they celebrate and Chinese New Year.</p>	<p>2. Children use the list of features identified to compare them to the feature of our school grounds. – Complete this using checklists and time spent in the outdoor environment making observations.</p> <p>3. Children use their observations to make comparisons between Is anything the same? What is different? Are some parts of the school more like a woodland than other parts?</p>	<p>the same or different to the UK?</p> <p>2. Over a number of lessons, use Handa's surprise and a range of artifacts, videos and pictures to explore different places in Africa. Children to identify the key features such as the weather, environment, different homes, schools and clothing. Children Will then make comparisons to the UK saying what is the same and different and giving simple reasons of why they think things are either the same or different.</p>	
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Key Stage 1

Year 1	Autumn Term	Spring Term	Summer Term
	Creating maps: The geography of our school	Global Neighbours	Weather in the UK
History/ Geography concept (procedural knowledge)	Location & place	Location & place	Location & place Cause and effect
	Introduction to maps, direction and aerial photographs.	Introduction to world maps/globes	Using simple maps and aerial photographs. Introduction to fieldwork & enquiry.
Geographical Literacy	Be able to describe their classroom in relation to NEWS, local landmarks and begin to explain how location affects people in relation to their school.	Interpret maps on a locational level, recognising some continents and relating it to Newcastle.	To understand different weather types and patterns in the UK and recognise how the weather changes in each season.
National Curriculum Coverage (substantive knowledge)	NC7- directional language & compass directions, routes on a map NC8- Aerial photos, landmarks, devise map etc (no keys) NC9- use simple fieldwork (within school grounds)	NC1- oceans & continents (focus on Europe, Americas, Atlantic) NC4- hot in relation to equator (not cold) NC5- vocab (see below) NC6- world maps & globes (not atlases) for countries, continents and oceans NC7- directional language & compass directions, routes on a map (revisit)	NC4- seasonal weather patterns of UK NC5- vocab (see below) NC7- directional language & compass directions, routes on a map NC9- Field work
Specific Geographical vocabulary to teach	Near far left right Forwards Backwards Directions North East South West Aerial Gosforth Fieldwork Compass	ocean continent country Europe Asia Africa North America Sea plus key countries... see sequence	thermometer pattern country atlas preparation fieldwork
Why this? Why now?	Children will become familiar with the whole school after moving from EYFS. Precursor to Gosforth/locality topic in summer. Mapping familiar area before moving to unfamiliar.	Methodical ordering Familiar topic of pirates with a specific focus. Expanding outwards Year 3 link and Worship focus on worldwide traditions.	Seasonal Field work opportunities plentiful. Introduction to digimaps on small scale.

Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> 1. Explore the school, understanding where key features of the school are in relation to each other. 2. Understand North, East, West and South, beginning to link this to school. 3. Explore aerial photographs and maps of the school 4. Visit from Mr Shipton: Why is our school where it is? 5. FIELDWORK: Create a walking route on a map around school. 	<ol style="list-style-type: none"> 1. Use maps to locate Newcastle within the UK and Europe and next to the Atlantic Ocean. 2. Use maps to locate key places in the United Kingdom and understand that people move within the UK 3. Locate the continents of North America and Asia in relation to the UK 4. Identify where some of our school community comes from on a map 5. Understand why people move to the UK 	<ol style="list-style-type: none"> 1. Locate the four countries of the UK on a map. 2. Identify seasonal changes in the UK. 3. FIELDWORK: Investigate daily weather patterns. 4. Identify daily weather patterns in the UK. 5. Understand how people prepare for weather changes.
Ongoing Teaching	NC2- Name and locate four countries of UK NC4- Identify daily weather patterns	NC2- Name and locate four countries of UK including capital cities NC4- Identify seasonal and daily weather patterns	NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital cities

Year 2	Autumn Term Living in London	Spring Term Living in the North Pole: Climate and people, pole to pole	Summer Term Local Seaside Tourism
History/ Geography concept (procedural knowledge)	Location & place Planning and decision making Reading maps Reading photographs	Location & place Cause and effect Planning and decision making Reading a world map & using a globe	Location & place Observation using maps Reading photos
Geographical Literacy		Understand the effect that location has on where people live and the ways that people adapt to their surroundings	Understand the features of the North East's coastline and examine what makes it appealing to many people

National Curriculum Coverage (substantive knowledge)	NC3- Human and physical geog of capital city NC5- vocab (see below) NC8- Aerial photos, devise map of Quayside, landmarks, Human and physical features, use key NC9- Planning fieldwork(beyond school grounds)	NC1- Continents & oceans (revisit) NC3- Compare Gosforth to small area in non-European country e.g. how scientists live in Antarctica NC4- cold areas, North & South Poles NC6- World Maps	NC5 - vocab (see below) NC7- compass directions/directional lang, routes on a map etc NC8- aerial photographs, draw map of coast NC9- fieldwork in surrounding environment
Geographical vocabulary to teach	city capital city human and physical geography transport landmarks	Climate Temperature Arctic/Antarctic Equator Vegetation Poles Continent Ocean Population Case study Human and physical geography	beach cliff coast port harbour shop tourist satellite Tynemouth Whitley Bay Blyth
Why this? Why now?	Knowledge of London builds on Year 1 global neighbours unit (Coming to England) Knowledge of London comes prior to History unit (Great Fire of London)	Builds on knowledge of equator and teaches about cold areas of the world	Local knowledge Builds upon previous mapping work
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> 1. Locate capital cities of the UK. 2. Name and locate London landmarks. 3. Consider the human and physical features of London. 4. Create a basic map of London using symbols in a key. 5. Plan a day out in London, considering transport links. 	<ol style="list-style-type: none"> 1. Understand what is meant by location and use appropriate words to describe location 2. Name and locate the world seven continents and five oceans 3. Identify hot and cold areas of the world in relation to the equator and the North and South Poles. 4. Understand the way in which people and places are affected by location and place 5. Compare Newcastle upon Tyne with Longyearbyen 	<ol style="list-style-type: none"> 1. Name and locate the oceans and seas surrounding the UK. 2. Use maps to identify the North East coastline. 3. Use satellite imagery to study the coastline north of the Tyne. 4. FIELDWORK: Identify reasons people visit the coast. 5. Evaluate findings of our fieldwork.
Ongoing teaching	NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital	NC5- discuss Tyne valley (e.g. Forest, hill, mountain, valley, farm)	NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital

	cities NC6- Use world maps		cities Introduce counties and cities of North East (Northumberland, Tyne & Wear, Edinburgh, York, Durham etc) according to children's experiences
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Key Stage 2

Year 3	Autumn Term Modern Egypt	Spring Term Food Trade	Summer Term The Tyne, Source(s) to Mouth
Geography concept (procedural knowledge)	Location & place Change	Planning and Decision Making Location & place	Cause and Effect Location and Place Planning and Decision Making
	Reading topographical maps including scale, distance and direction	Map reading, understanding how human actions have consequences	Intro to OS maps including scale, distance and directions. Fieldwork
Geographical Literacy	Writing as a geographer, analysing the interplay between physical and human geography and the effect people have had.	Applying similar skills to the last geography topic but in more detail, examine the geographical aspects of Newcastle as a major city and the effect changes have had on physical and human geography.	Analyse how and why people have been impacted and why by the Tyne
National Curriculum Coverage (substantive knowledge)	NC1- locate world countries, environmental regions and human/physical features NC1- European maps, physical and human characteristics, countries & major cities NC3- identify and significance and position of equator, tropics of C & C NC5a- Physical geog incl climate zones, biomes, vegetation belts, rivers NC5b- Human geog incl types of settlement, economic activity incl trade, NC6b- Maps, atlases, globes and digital mapping to locate countries/describe features	NC1- locate world countries, environmental regions and human/physical features NC5b- Human geog incl types of settlement, economic activity incl trade	NC2- geographical regions, features, topographical features, land use patterns and how these have changed over time NC8 – use fieldwork to observe and present (River Cruise) NC5a/b Human & physical Geog (Trade links, 4 figure grid ref, Compass, OS, Fieldwork-graphing) NC6- maps and digital mapping
Specificity Geographical vocabulary to teach	Climate Country Continent Weather patterns climate zones, biomes, vegetation belts, rivers, settlement, economic activity incl trade,	trade import and export fair trade fieldwork debate advantages and disadvantages	River Tyne source mouth width confluence reservoir Water human physical quay Quayside flood defence Waters Meet

<p>Why this? Why now?</p>	<p>Non-European study Understand impact of history on human Geography</p>	<p>Builds on prior understanding in Global Neighbours unit and explores ideas of trade between countries.</p>	<p>Builds upon and helps children make links to Nile (Egypt topic) Fieldwork opportunities at all stages of the Tyne. Builds outwards – gives in depth geographical knowledge beyond Newcastle</p>
<p>Proposed Lesson Progression and Justification</p>	<ol style="list-style-type: none"> 1. Identify the position of Egypt in relation to the Equator, northern and southern hemispheres and Tropics of Cancer and Capricorn as well as climate zones. 2. Understand the topography of Egypt and compare and contrast this with its climate zones. 3. Understand how the River Nile contributes to modern day Egypt 4. Understand how people live in Cairo. 5. Compare and contrast how people live across Egypt. 	<ol style="list-style-type: none"> 1. Understand how our food choices impact the environment. 2. Understand what ‘trading fairly’ means. 3. Identify where our food comes from. 4. FIELDWORK: Broxfield Farm in Alnwick (Andrew Thompson) farm visit 5. Debate the advantages and disadvantages of buying local or imported food. 	<ol style="list-style-type: none"> 1. Understand the features of rivers. 2. Analyse the route of the North and South Tyne. 3. Examine the Tyne confluence. 4. Examine flooding along the Tyne. 5. FIELDWORK: Land use patterns where the rivers meet/flooding.
<p>Ongoing teaching</p>	<p><i>Ge2/1.1a 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</i></p> <p>Specifically, children must build on prior learning of different regions and be able to name most European capitals as well as place major Western European countries on a map accurately as well as some Eastern European countries and Russia.</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Specifically, being able to name and locate major cities as well as counties that border the local area (Tyne and Wear, Northumberland, Cumbria, County Durham). Cities that must be placed roughly (i.e. in the correct part of the country) Capitals from KS1, Manchester, Birmingham, Bristol, Glasgow, Liverpool, Sheffield, Leeds, Leicester, Nottingham, Aberdeen</p>	<p><i>Ge2/1.1a 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</i></p> <p>Specifically, children must be able to place major North, Central and South American countries as well as name some of the larger capitals. They should also be able to identify some larger Asian countries, particularly India and China, as well as building on an understanding of Northern African countries due to the link with Egypt.</p>

Year 4	Autumn Term	Spring Term	Summer Term
	The Geography of Modern Greece	The Socio-Economics of the Amazon Rainforest	Comparing the Northumbrian landscape to the landscape during Roman times
Geography concept (procedural knowledge)	Location & place Cause and Effect	Planning and Decision Making Cause and Effect	Location & place Change
	Reading photos Sat images Using secondary data	Mapping Understanding geographical decisions.	OS Maps Grid ref Fieldwork
Geographical Literacy	Explaining the connection between location and place through tourism and the economy.	Make an action plan for change on different levels that impacts the Amazon Rainforest.	Plan and execute a fieldwork trip, examining features that date from long ago and those created by people more recently.
National Curriculum	NC1- European maps, physical and human characteristics, countries & major cities NC4- sim & diff between h & p features of area of UK and region of European country NC5a- Physical Geog- climate zones, biomes, vegetation belts, rivers, mountains NC5b- Human Geog land use, distribution of natural resources (food) NC6- maps, atlases, globes and digital mapping NC7- use 8 points of a compass (Greece is West of Turkey etc)	NC1- locate countries using maps to focus on South America NC3 Lat, long, equator, northern hemisphere, southern hemisphere, tropics of c&c. NC4- sim & dif of region of UK and region of S America NC5a- Physical Geog- Climatic zones, rivers NC5b- Physical Geog, Land use, economic activity, trade links and distribution of natural resources NC6- use maps, atlases, globes and digital mapping to locate countries and describe countries of Amazon	NC2- name and locate geographical regions and their human and physical characteristics (UK) key topographical features including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time. NC7- use 8 points of a compass, 6 figure grid ref, symbols and keys incl OS NC8- use fieldwork to observe, measure and record using a range of methods
Specificity Geographical vocabulary to teach	Europe Aegean Bulgaria Turkey Climate zone Mediterranean Balkans Macedonia archipelago economy Ionian Athens Albania topography tourism	Amazon basin indigenous tribes Brazil coloniser Peru Yanomami Colombia Industrialisation South America climate change Rainforest Alliance deforestation	Ordnance Survey economy grid reference rural six/four figure agriculture contour lines risk management Hadrian's Wall evaluating Milecastle
Why this?	European study	Non-European study	Links to ethos of being stewards of Gods earth

Why now?	Builds upon prior learning Addresses potential misconceptions that Greece has not changed/developed	Global high priority	Complex topic so placed in Year 4 for depth
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> 1. Locate Greece on a world, continental and local map, understanding its location in relation to other countries and seas. 2. Compare the topographical variety of Greece with Egypt (Year 3 unit). 3. Analyse the relationship between Greece's climate zones and human land use across the country. 4. Compare the human geography of Athens, Greece with Cairo, Egypt. 5. Understand why tourists visit Greece. 	<ol style="list-style-type: none"> 1. Locate the Amazon rainforest on a map, locating it alongside the equator, the Tropics of Cancer and Capricorn, and countries. 2. Understand the physical geography of the Amazon Rainforest and how it has changed over the past 50/100 years. 3. Understand the human geography of the Amazon Rainforest. 4. Debate whether palm oil should be used. 5. How do actions in Gosforth affect the Amazon Rainforest? <p>Consider the following:</p> <ul style="list-style-type: none"> • Which decisions do we have to make on a local, national and international basis to ensure the Amazon Rainforest survives? • How do we do this? How do we encourage others? 	<ol style="list-style-type: none"> 1. Recap how to use OS maps, including six figure grid references. 2. Identify key features of an identified area using OS maps. 3. Plan for fieldwork, identifying potential changes over time using OS maps. 4. Plan a route for fieldwork using a range of maps, including topographic and road maps. 5. FIELDWORK: Identify features of an area, hypothesising what may have been there in Roman times and what would not have.
Ongoing teaching	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Continue to build upon Year 3's knowledge of major cities, but this time ensure children understand major counties beyond the local area. First, begin by children understanding terms for regions – this should include the following: South West, South East, West Midlands, East Midlands, North East, North West (England); Highlands, Lowlands and Islands (Scotland);</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Link previous learning of cities to their respective counties, but must be able to roughly place most English counties within regions of England e.g. knowing that Devon is in the South West, or Lancashire is near Manchester in the North West. Children must be able to identify Cornwall as the southwestern tip, as well as Kent and the English Channel as the sea border with Europe, and major cultural geographical places such as Land's End to John O'Groats, the Isle of</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Reiterate prior learning whilst also exploring the following: Major rivers of the UK and their connection with major cities, including: Severn, Tweed, Thames (specifically away from London), Trent, Mersey, Clyde</p> <p>Major national parks and areas of Outstanding National Beauty, including: Loch Lomond and the Trossachs, Cairngorns, North</p>

	<p>For Wales, focus on placing Snowdonia and Brecon Beacons.</p> <p>Children should also be able to place Ben Nevis as within the Scottish Highlands and Scafell Pike as within Cumbria and other landmarks that are of interest to the class (you could choose frequent destinations, or the family origins of yourself or other children within the class etc.)</p>	<p>Wight, Isle of Man, and some Scottish islands, including the Outer Hebrides and Shetland Islands.</p> <p>Children should be made comfortable with the differences between Great Britain, United Kingdom (of GB and NI) and the British Isles (as well as understanding that there has been historic conflict between Britain and Ireland and that this term is disputed by some Irish people).</p>	<p>Yorkshire Moors and Yorkshire Dales, Lake District, Peak District, the Cotswolds, Exmoor, Dartmoor and the New Forest.</p>
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