



Dovedale Primary School

Long Term Plan

Geography



EYFS	Autumn	
	<u>Seasons</u> <u>Enquiry Question</u> – What are seasons and why do they change?	Vocab: snowy, colder, winter, autumn, darker, frost, warmer, summer, spring, clothing, Autumn
	- To name the four seasons - To be able to talk about changes in the seasons - To identify appropriate clothes to wear in different seasons and explain why. - Talk about different types of weather E.g what is wind (air moving), where does rain come from (clouds) and how are rainbows formed (sun and water)	
	<u>Required Prior Knowledge</u> - Children experience different weathers - Children know the seasons change	<u>End Point</u> - To name the four seasons - To be able to talk about changes in the seasons - To identify appropriate clothes to wear in different seasons and explain why.
	Spring	
	<u>My Local area</u> <u>Enquiry Question</u> – What is in our local area?	Vocab: House, community, town, city, flat, road, street, park, symbol, journey, route, map, landmarks
	- Draw a journey (using stories first and then a trip out in the local area) - Use sequencing language such as first, then, next to describe a journey (focusing on permanent signs/buildings etc.) - Name things we find in our local area. (library, sweet shops, churches, post box/office, doctors) - Identify which places are in our local area and which are in the city centre. - Explain some differences between the UK/Liverpool to other countries (focus on Italy, Uganda and Japan.)	
	<u>Required Prior Knowledge</u> - They live in Liverpool - They know where they live and the type of building they live in (flat, house)	<u>End Point</u> - To be able to talk about what they see and to be able to talk about where they live - Compare UK to other countries e.g. hot/cold.



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	Summer	
	<u>Animals and their habitats</u> <u>Enquiry Question</u> – Why do animals live in different habitats? • Children can talk about features of a wooded area • Children can name different habitats (tank, hutch, kennel - burrow, den, sett) • Children can name animals that live underground and above ground. • Children can talk about an environment and the animal it is best suited to and why.	Vocab: Habitat, Environment, Wildlife, Tree cavity, Burrow, Warren, Forest, jungle, polar, climate, diet, Features,
	<u>Required Prior Knowledge</u> • Children may understand how to care of pets • Animals you may find in the park •	<u>End Point</u> Children can talk about an environment and know how to make an environment better • Children can talk about features of a wooded area • Children can name animals that live underground and above ground • Children can talk about an environment and the animal it is best suited to
	<u>Fieldwork – Forest School</u> Complete a journey stick of the forest school area. Talk about the forest school environment. How to make it better? Plant trees/flowers on the field to help the environment grow.	



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Year 1	Autumn	
	<u>My Local Area</u> Focusing on our school, local area, Mossley Hill. <u>Enquiry Question</u> – What is in our local area?	Vocab: aerial view, symbols, human features, physical features, key, map, city, factory, house, office, shop, farm, village, town, compass, North, South, East, West
	<u>Required Prior Knowledge</u> • That they are part of a local community. • They should be able to make comments about their familiar world and where they live. • Express opinions on natural environments that they have observed (objects found around school/field, plants, animals). • Understand signs and symbols around school.	<u>New Learning</u> • Understand positional language within the classroom (encourage map work to support). • To use and apply a key to show where things are in maps. • To understand what a map is and how it is used (symbols). • To understand what an aerial view is and look at a variety of examples to show this. • Build to using map skills around other known areas (e.g. school, corridor). Knowing it can be used to find the way from one place to another. <u>End Point</u> • To understand they live in the local area Mossley Hill and that it is in a city. • Human features are natural, physical features have been built by people. • Observe and compare city to countryside (human and physical).
	Spring	
	<u>Countries and Capitals of the UK</u> <u>Enquiry Question</u> – What is the UK?	Vocab: coast, N. Ireland, Scotland, Wales, England, London, Cardiff, Edinburgh, Belfast, city, town, village, human feature, physical feature, North, East, South, West.
	<u>Required Prior Knowledge</u> • A map is a picture of a place usually drawn from above (aerial view) • Human features are natural, physical features have been built by people	<u>New Learning</u> • Have a basic understanding that the UK is pieces of land bordered by four seas. • To know that countries have a capital city. • To learn about other settlements: city, town and village – compare human and physical features of each. <u>End Point</u> • Know that England is the country they live in. • Know that the UK is a union of four countries.



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	Summer <u>Seaside fieldwork</u> <u>Enquiry Question</u> – What features do we find at a seaside? <u>Required Prior Knowledge</u> • Know that the UK is a union of four countries. • Human features are natural, physical features have been built by people. <u>Vocab:</u> human and physical features, beach, cliff, coast, sea, harbour, lighthouse, fort, promenade, rockpool, lifeguard. <u>New Learning</u> • Experience visiting a seaside (New Brighton) to discuss the human and physical features of the seaside. • Look at aerial photographs of New Brighton to reflect on fieldwork. <u>End Point</u> • Liverpool is a coastal city that is situated amongst beaches. • Know the human and physical features of a seaside
	<u>Fieldwork – Forest School</u> Use a map of the field and apply a key to show where things are in the forest school. Use symbols on maps of the forest school to represent areas. Use an aerial view and compare this to their maps of the forest school.



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Year 2	Autumn	
	<u>UK, The World, Continents and Oceans</u> <u>Enquiry Question</u> – What do we find in a continent?	Vocab: continent, hot, cold, climate, Europe, Asia, Africa, North America, South America, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, North, South, East, West, North West, South West, North East, South East,
	<u>Required Prior Knowledge</u> - Children can talk about an environment and know how to make an environment better (EYFS) - Atlases show us the physical features of a place - Aerial photographs show the main human and physical features of places.	<u>New Learning</u> - Know that some parts of the world are hot, and some are cold and the reasons why. - Know some causes and effects of ocean pollution - Know a range of ways we can look after the environment <u>End Point</u> - Know that a continent is a large solid area of land: the world is made up of seven continents. - Know that the Earth is a sphere made up of pieces of land and sea and be able to name the 7 continents and 5 oceans it is split into.
	Spring	
	<u>Compare Liverpool to Mumbai (India)</u> <u>Enquiry Question</u> – Where is Mumbai and what is it like there?	Vocab: continent, vegetation, equator, weather, season,
	<u>Required Prior Knowledge</u> - To know that the seasons change (EYFS&Y1) - A map is a picture of a place usually drawn from above (aerial view) (Y1). - Human features are natural, physical features have been built by people (Y1)	<u>New Learning</u> - To know that countries located close to the equator are hot - To compare the diet, houses, culture, religion, weather, land use (vegetation), population and hygiene between the contrasting cities. <u>End Point</u> - Know that Mumbai is a country in India. - Understand that India is a country in Asia, which is a different continent to Europe.
	Summer	



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Geography



<u>Come and Visit Us! Liverpool as a Tourist Destination</u> <u>Enquiry Question</u> – What is special about Liverpool?	Vocab: human and physical features, river, city, port, shop, office, house, factory
<u>Required Prior Knowledge</u> • That they live in Liverpool and it is a city (Y1) • Children can identify familiar features on a simple map (Y1) • Children can read and understand maps of a known area. (Y1)	<u>New Learning</u> • Identify key landmarks in the City Centre. • To know Liverpool is a port. <u>End Point</u> • Children to have a deep understanding of the city they live in, both physical and human features. • Children will be able to read and apply map skills linked to Liverpool.
<u>Fieldwork – Forest School</u> Visit Liverpool City Centre (Albert Dock) and visit and locate a variety of buildings, understanding their importance for the city. Mark on a map some of the features they see and make a key. Visit the forest school and compare maps of the city centre to maps of the forest school. Discuss physical and human features of both.	



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Year 3	Autumn	
	<u>UK, Countries, Cities and Regions (and counties)</u> <u>Enquiry Question</u> – What different features do we find in the UK?	Vocab: United Kingdom, county, physical features, human features, mountain, coast, river, North West, North East, South East, South West.
	<u>Required Prior Knowledge</u> • That England is the country they live in (Y1) • Know that the UK is a union of four countries (Y1) • Know that the UK is boarded by four seas (Y1) • Know that countries have a capital city but are made up of different settlements: towns and villages (Y1) • Human features are natural, physical features have been built by people (Y1) • A compass is a tool which shows people the direction they are travelling in and helps them find their way (Y1) • Atlases show us the physical features of a place (Y2) • Aerial photographs show the main human and physical features of places (Y2)	<u>New Learning</u> • Know the key physical features of the UK (hills, mountains, coasts and rivers) • Begin to know that a county is a smaller area of the UK containing lots of towns and villages. • Use the eight points of a compass to build their knowledge of the UK • Know how to use four-figure grid references to find a location <u>End Point</u> • Know similarities and differences between UK settlements • Know some causes for places changing over time
	Spring	
	<u>Mountains of the World</u> <u>Enquiry Question</u> – What makes a mountain a mountain?	Vocab: mountain, peak, range
	<u>Required Prior Knowledge</u> • Know that some parts of the world are hot and some are cold (Y1). • Know that the earth is a sphere made up of pieces of land and sea. • Naming the 7 continents and 5 oceans it is split into (Y2)	<u>New Learning</u> • Understand the formation and layers of the Earth (mantle, crust etc). • Know a range of ways mountains can be formed (e.g. volcanic mountains, movement within Earth's surface or crust. • Know the risks associated with mountain climates • Know how to identify high and low areas of land on a map • Name and locate the three peaks in the UK • Be able to name and locate the seven highest peaks of the world. • Locate a range of countries on a world map that include mountain ranges. <u>End Point</u> • Be able to explain what makes a mountain a mountain. • Know a group of mountains are called ranges (visit from mountaineer).



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	Summer	
	<u>Geographical Skills and Fieldwork including ordnance survey maps</u> <u>Enquiry Question</u> – Why are OS maps useful?	Vocab: ordnance survey map
	<u>Required Prior Knowledge</u> • That they live in Liverpool and it is a city (Y1) • Children can identify familiar features on a simple map (Y1) • Children can read and understand maps of a known area. (Y1) • Children to have a deep understanding of the city they live in, both physical and human features (Y2).	<u>New Learning</u> • Know some ways to observe, measure, record and present the human and physical features of a local area • Prepare for and complete a local area fieldwork trip in which children use their knowledge of OS maps and apply them. <u>End Point</u> • Use OS symbols to identify features • Locate specific places on an OS map
	<u>Fieldwork – Forest School</u> • Use the eight points of a compass to identify features in the forest school • Use four-figure grid references on a map of the forest school to find a location • Locate specific places on an OS map of the forest school • Observe, measure, record and present the human and physical features of the forest school over a period of time	



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Year 4	Autumn	
	<u>Tectonic Plates, Earthquakes and Volcanoes</u> <u>Enquiry Question</u> – Earthquakes and volcanoes – why?	Vocab: volcano, earthquake, Earth's crust, tectonic plates, molten, seismic waves, dormant, magma, lava, eruption
	<u>Required Prior Knowledge</u> • Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2) • Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) • Locate France, Italy, Germany, Spain and Greece on different maps (Y3)	<u>New Learning</u> • Know how earthquakes are caused • Know how volcanoes are formed • Why most volcanic eruptions/ earthquakes occur in the 'Ring of Fire' • Create a volcano and make a set of instructions (cross curricular link). <u>End Point</u> • Know that volcanoes and earthquakes impact settlement, land use and economic activity
	Spring	
	<u>A Journey Across Europe</u> <u>Enquiry Question</u> – What makes Europe such a diverse continent?	Vocab: continent, country, capital city, climate, temperature, Equator, landscape, mountain range, coastline, population, culture, language, tradition, tourism, landmark, diversity, region, Human Features, Physical Features
	<u>Required Prior Knowledge</u> • To know that Europe is a continent (Y2) • To know what climate is and how it is affected by the equator (Y3) • To understand tourism and why it is important (Y2)	<u>New Learning</u> • That there are a range of climates within the continent Europe. • Why doesn't Europe look the same everywhere? • To understand why Europe is a popular place to visit – link to Ancient Greece. • What makes Europe diverse? <u>End Point</u> • Understand and explain what makes Europe diverse.



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Summer

North America

Enquiry Question – North America – yes or no?

Required Prior Knowledge

- Know that countries located close to the equator are hot (Y2)
- Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2)
- Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2)
- Compare settlement, land use and economic activity between two different regions of Europe (Y3).

Vocab: Colony, homestead, transcontinental, climate, biome, precipitation, drought, hemisphere, savannah, temperate forest, desert

New Learning

- Know that North America is a continent made up of 23 countries
- Use maps to identify different climate zones in one country
- Know different places have different biomes
- Discuss ways climate impacts vegetation belts, settlement and land use

End Point

- Compare the climate and biome between the UK and North America

Fieldwork – Forest School

- Compare land use in areas of North America to forest school.
- Use maps to identify how the forest school could be developed further.



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Year 5	Autumn	
	<u>Longitude and Latitude</u> <u>Enquiry Question</u> – Longitude and Latitude – what are they and why do we have them?	Vocab: latitude, longitude, Equator, hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time
	<u>Required Prior Knowledge</u> - Know there can be a range of climate zones in one country. (Y4) - Know different places have different biomes. (Y4) - Know features of some of the world's major biomes. (Y4)	<u>New Learning</u> - Know why we have time zones. - Know features of the world's major biomes. - Know how the world's main climate zones differ. - Confidently use OS symbols to identify features <u>End Point</u> - Know how to use longitude and latitude to find places.
	Spring	
	<u>South America – Brazil, The Amazon River</u> <u>(tropical rainforest, aquatic biomes)</u> <u>Enquiry Question</u> – Rainforests – could you live there?	Vocab: climate, biome, biodiversity, vegetation, ecosystem, deforestation, indigenous, preserve
	<u>Required Prior Knowledge</u> - Know that countries located close to the equator are hot. (Y2) - Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into. (Y2) - Know that different places have different climates. (Y4) - Know different places have different biomes (Y4) - Know that climate impacts vegetation belts, settlement and land use (Y4)	<u>New Learning</u> - Know how vegetation in a rainforest is structured and how this impacts biodiversity. - Know some ways deforestation affects the world. - Know some ways individuals can help preserve the rainforest. - Know how to use six-figure grid references to find a precise location. - Know how geographical features have impacted settlement, land use and economic activity. - Use a range of methods to observe, measure, record and present the human and physical features. <u>End Point</u> - Know where the world's rainforests are located. - Know how a rainforest biome differs to theirs.



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	Summer	
	<u>Water cycle and River Fieldwork (marine biomes)</u> <u>Enquiry Question</u> – Water – what are the issues?	Vocab: distribution, natural, water cycle, sustainable, conserve, tributary, confluence, delta, flooding, dam
	<u>Required Prior Knowledge</u> • Know how beaches are formed (erosion & deposition. Y1,4) • Know that climate impacts vegetation belts, settlement and land use. (Y2,4) • Know the main physical and human features of countries across different regions of Europe. (Y3,4) • Know some issues linked to distribution and access to water in different parts of the world. (Y2,4)	<u>New Learning</u> • Know the significance of energy • Know some issues linked to distribution and access to water in different parts of the world. • Know how rivers and landscape change over time. • Know some causes of flooding. • Know the impacts of flooding. <u>End Point</u> • Know the key aspects of the water cycle. • Know the key features of a river system.
	<u>Fieldwork – Forest School</u> • Know how to use six-figure grid references to find a precise location on a map of the forest school. • Confidently use OS symbols to identify features of the forest school. • Use a range of methods to observe, measure, record and present the human and physical features of the forest school.	



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Year 6	Autumn & Spring	
	<u>Distribution of National Resources</u> <u>Trade links (energy, food, minerals, water)</u> <u>Enquiry Question</u> – Trade, natural resources and distribution – are they important?	Vocab: Distribution, energy, minerals, banking, economy, education, farming, finance, healthcare, industry, insurance, leisure, manufacture, pollution, retail, revolutionary, service industry
	<u>Required Prior Knowledge</u> • Know how geographical features have impacted settlement, land use and economic activity. (Y5) • Know the significance of energy. (Y5) • Know some causes for places changing over time. (Y3) • Know the steps in the water cycle. (Y5)	<u>New Learning</u> • Understand why foods are imported and exported, identifying benefits and issues. • Identify ways to reduce food wastage. • Recall the main stages of electricity distribution. • Identify what makes an energy source renewable. • Name some of the methods of power generation used in the UK Identify ways to reduce energy usage. • Use locational knowledge to discuss the issues linked to distribution and access to water in different parts of the world. • Identify ways to reduce water wastage. • Explain how small changes can lead to a big impact. • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. <u>End Point</u> • Understand the key aspects of human geography: economic activity trade links and the distribution of natural resources including energy, food, minerals and water.



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Summer	
<u>Arctic and Antarctic circle (aquatic biomes)</u> <u>Enquiry Question</u> – Arctic and Antarctic – are they not the same?	Vocab: Arctic and Antarctic circle, equator, latitude, longitude, location, northern hemisphere, prime/Greenwich meantime, region, southern hemisphere, time zone, tropics of Cancer and Capricorn
<u>Required Prior Knowledge</u> • Know about the different plants, animals and conditions which foster in a marine biome. (Y5) • Know there can be a range of climate zones in one country. (Y4) • Know different places have different biomes. (Y4) • Know features of some of the world's major biomes. (Y4)	<u>New Learning</u> • Know how to use longitude and latitude to find places. • Know why we have time zones. • Know features of the world's major biomes and where aquatic biomes are located. • Know how the world's main climate zones differ. • Understand locational knowledge: position and significance of latitude, longitude, Equator, hemispheres, tropics, Arctic and Antarctic Circle, the Prime/Greenwich. <u>End Point</u> • Know the location of each on opposite sides of the planet. • Understand about the climate of both, as well as the wildlife and plant life that live there.
<u>Fieldwork – Forest School</u> Designing a new area for forest school – what features have we got? What could be developed. Create plans, maps and conduct land suitability survey to check feasibility.	