

# Banks Road Primary School

## Geography Long Term Curriculum Plan



| Year Group                   | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|---|----------|----------|----------|----------|----------|
| Understanding the World ELGs | <p><b>Core Knowledge:</b></p> <p><b>People Culture and Communities ELG.</b> Children at the expected level of development will:</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>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <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>The Natural World ELG.</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons</li> </ul> <p><b>Technology.</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>recognise a range of technology is used at home and school. They can select and use technology for particular purposes.</li> </ul> <p><b>Core Vocabulary:</b></p> <p style="text-align: center;"><b>near, far, left, right, same, different, place, road, home, school, shop, park, map, hospital, airport country, world</b></p> <p><b>Field Work opportunities:</b></p> <p>School grounds, local area walk, shoreline, beach, farm</p> |          |          |          |          |          |
| Year                         | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

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| <b>Nurs</b> | Seasons – Autumn<br><br>Understand the effect of changing seasons on the natural world around them.  | Seasons - Autumn/Winter<br><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants. | Seasons – Winter<br><br>Observe how the weather changes across the four seasons.<br><br>To begin to develop knowledge on some similarities and differences between the natural world around them and drawing on their experiences and what has been read in class. | Seasons - Spring<br><br>People who help us: significant people (teachers, doctors, nurses, police officers, firepersons) Where are these people? (hospitals, schools, significant places in a town/city)<br><br>Understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Seasons – Spring/Summer<br><br>Begin to understand the need to respect and care for the natural environment and all living things.<br><br>Use the local environment and first-hand experiences to observe animals and learn how to care for them. | Seasons - Summer<br><br>The Seaside – Research using beaches<br><br>Learn about the natural world and landscapes around them in Garston (river, green areas)   |
|-------------|--|---|--|--|---|--|
| <b>Year</b> | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |
| <b>Rec</b>  | <p>Seasons - Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about what they see, using a wide vocabulary. Observe how the weather changes across the four seasons.</p> <p>Talk about members of their community and</p> | <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Observe and interact with natural processes.</p> <p>Seasons – new season</p>   | <p>Explore the natural world around them and discuss how to care for our natural environment.</p> <p>Seasons – new season</p>  | <p>Understand that some places are special to members of their community.</p> <p>Explore what we can do with our senses whilst outside.</p> <p>Seasons – any changes</p>   | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Seasons – any changes</p> <p>Draw information from a simple map.</p>  | <p>Know the local environment and use first hand experiences/images and link to maps.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> |

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|                           | people who are familiar to them.   |  |   |  |   |  |
| Prior knowledge from EYFS | <ul style="list-style-type: none"> <li>• Immediate environment</li> <li>• Some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><b>Vocabulary children should know starting Year 1 – near, far, left, right, same, different, place, road, home, school, shop, park, map, airport, hospital, country, world</b></p> |  |   |  |   |  |
| <b>Year</b>               | <b>Autumn</b>  |  | <b>Spring</b>   |  | <b>Summer</b>   |  |
| <b>1</b>                  | <p style="text-align: center;"><b>Living in cities</b><br/>(Creates readiness for Year 3 settlement)</p> <p style="text-align: center;">Diversity</p>  |  | <p style="text-align: center;"><b>Where are we?</b><br/>(Creates readiness for all future units)</p> <p style="text-align: center;">Location and graphicacy</p> |  | <p style="text-align: center;"><b>Living by the sea</b><br/>(Creates readiness for Y3 coastal processes &amp; landforms, Y4 tourism)</p> <p style="text-align: center;">Diversity</p> |  |
| <b>Vocab</b>              | <p>city, town, house<br/>office, river, shop<br/>flat/apartment<br/>park, bus, train<br/>urban</p>   |  | <p>sea, ocean<br/>continent, equator<br/>key, symbol<br/>route, compass<br/>north, south, east, west, capital city</p>  |  | <p>Beach, cliff<br/>Coast, port, harbour<br/>bay,<br/>Sand, pebbles<br/>Rock, waves<br/>high tide, low tide</p>   |  |
| <b>Year</b>               | <b>Autumn</b>  |  | <b>Spring</b>   |  | <b>Summer</b>   |  |
| <b>2</b>                  | <p style="text-align: center;"><b>Living in the mountains</b><br/>(Creates readiness for Year 3 mountains)</p>   |  | <p style="text-align: center;"><b>Visiting new places</b><br/>(Creates readiness for Year 4 Tourism)</p>  |  | <p style="text-align: center;"><b>Weather in our world</b><br/>(Creates readiness for Year 3 climate and biomes)</p>  |  |

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| Year  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
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| <p>Vocabulary introduced (red = NC, black = additional suggestions)</p> | <p>Diversity</p> <p>Valley<br/>mountain<br/>stream<br/>landscape</p>   |  | <p>Diversity</p> <p>atlas<br/>Airport<br/>Bus station<br/>Train station<br/>Motorway<br/>Main road<br/>Car park</p>  |   | <p>Diversity</p> <p>North pole<br/>South pole<br/>Climate<br/>Temperature<br/>Polar<br/>Tropical<br/>Blizzard<br/>Gale<br/>Heat wave</p>   |   |
| <b>3</b>  | <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges.</li> <li>How rivers get their water - the source, springs, the water cycle <b>(and so prepares for relationship between mountains and weather in Autumn 2)</b>.</li> <li>How do rivers shape the land? The river's load. Flooding.</li> <li>Depth focus: River Severn: builds sense of place (and so</li> </ul> | <p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>Highest mountain in each of the four countries of the UK.</li> <li>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</li> <li>Why do people live on mountains?</li> <li>Depth focus: Andes and terraced farming</li> <li>Depth focus: Snowdonia <b>(in preparation for Wales...see Cardiff in Spring 1)</b></li> </ul> | <p><b>Settlements &amp; Cities</b></p> <ul style="list-style-type: none"> <li>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.</li> <li>Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?)</li> <li>How is London shaped by the River Thames?</li> <li>London as a conurbation and London boroughs</li> <li>Two cities: Cardiff and London, inc economy &amp; transport.</li> </ul> | <p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>Arable farming, pastoral farming, mixed farming, how farming changes the landscape.</li> <li>How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).</li> <li>Sheep farming in Wales - Snowdonia.</li> <li>Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn).</li> </ul> | <p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>Structure and composition of the earth</li> <li>How and why volcanoes erupt</li> <li>Types of volcanoes</li> <li>Formation of volcanoes</li> <li>Active, dormant and extinct volcanoes</li> <li>Link to settlements with section on why people still live near volcanoes</li> <li>Deepen Mediterranean theme via Mount Etna and human settlements around it.</li> <li>Why people visit volcanoes (work, tourism, farming, science)</li> </ul> | <p><b>Climate and Biomes</b></p> <ul style="list-style-type: none"> <li>(situated, through its examples, in Europe, so that European theme is launched simultaneously)</li> <li>Continent of Europe</li> <li>Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.</li> <li>Climate and relationship with oceans.</li> <li>Climate and biomes within climates</li> <li>Depth focus 1) Mediterranean climate</li> <li>Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for</li> </ul> |

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|          | <p>prepares for later work on agriculture &amp; Wales)</p> <ul style="list-style-type: none"> <li>Wildlife in the River Severn</li> <li>Fishing, local agriculture, pollution problems.</li> <li>How do rivers, people and land affect each other?</li> </ul>  | <ul style="list-style-type: none"> <li>Sustained geographical theme:</li> <li>Relationship between mountains and weather</li> <li>Relationship between mountains and people</li> </ul>  | <ul style="list-style-type: none"> <li>How do people move about in Cardiff? How do people move about in London? (e.g. tube map).</li> <li>Patterns of settlement in Cardiff and London.</li> <li>Map Skills: using a grid to find and compare locations.</li> </ul>  | <ul style="list-style-type: none"> <li>New locational knowledge: Sussex</li> <li>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</li> <li>Optional local fieldwork investigating local shops – their sourcing, economic and ethical considerations.</li> <li>This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food?</li> </ul> |   | <p>ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5.</p> <ul style="list-style-type: none"> <li>Introduce latitude here.</li> <li>Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic.</li> </ul>    |
|----------|--|---|--|--|---|---|
| Year     | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| <b>4</b> | <p><b>The Rhine and the Mediterranean</b></p> <ul style="list-style-type: none"> <li>Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine</li> <li>How the course of the river has been changed by human activity incl canals</li> <li>Mediterranean Sea (introduce term 'peninsula')</li> </ul> | <p><b>Population</b></p> <ul style="list-style-type: none"> <li>Characteristics of population incl distribution and diversity. Migration.</li> <li>Depth focus: multicultural London.</li> <li>Depth focus: multicultural Cardiff.</li> <li>Welsh language and culture, effect</li> </ul> | <p><b>Coastal Processes and Landforms</b></p> <ul style="list-style-type: none"> <li>Processes of erosion, transportation &amp; deposition</li> <li>Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</li> <li>Coastal habitats using contrasting examples, including</li> </ul> | <p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>Depth focus 1: a seaside town (link back to coastal processes in previous unit)</li> <li>Depth focus 2: Wales - especially national parks, Snowdonia, links to early focus on Wales in various units;</li> <li>Also revisit and use locational and place knowledge of Rhine and Mediterranean in Year 4</li> </ul>  | <p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>Causes of earthquakes: tectonic plates and fault lines</li> <li>Effects of earthquakes</li> <li>How humans live in earthquake zones and adapt their settlements (e.g. Japan)</li> <li>Depth focus: California &amp; the San Andreas fault</li> </ul> | <p><b>Deserts</b></p> <ul style="list-style-type: none"> <li>Arid and semi-arid parts of the world</li> <li>Causes of deserts including desertification</li> <li>Types of deserts in different parts of the world: Asia, Africa, Australia</li> <li>Polar deserts in Antarctica and the Arctic</li> </ul> |

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|             | <ul style="list-style-type: none"> <li>Suez Canal</li> <li>This will be quite a synoptic unit, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</li> <li>Strong knowledge foundation now laid for continuing</li> <li>focus on Rhine and Mediterranean, working towards full regional comparison at end Year 5.</li> </ul> | <p>of changing demographics</p> <ul style="list-style-type: none"> <li>Welsh or British? Idea of national identity</li> <li>First look at how to use geographical data: the census.</li> <li>What kinds of questions do geographers ask? What are their tools?</li> </ul> | <p>coasts of the Indian Ocean</p> <ul style="list-style-type: none"> <li>Depth focus: West Wales</li> </ul>  | <p>Autumn 1. Also use tourism references in Volcanoes Year 3 Summer 1</p> <ul style="list-style-type: none"> <li>As appropriate: Patterns of tourism. Growth of tourism.</li> <li>Eco-friendly and non-eco friendly tourism.</li> <li>Types of tourism, e.g. cultural, adventure</li> <li>Map Skills 4: grid squares, 4-figure references, some map symbols</li> </ul> | <ul style="list-style-type: none"> <li>Revisit knowledge on volcanoes from Year 4 Spring 1.</li> </ul>  | <ul style="list-style-type: none"> <li>Flora and fauna in deserts</li> <li>How humans live and adapt in deserts, inc desert art among indigenous Australians</li> <li>The Great Steppe of Central Asia</li> </ul> |
| <b>Year</b> | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>   |
| <b>5</b>    | <p><b>Why is California so thirsty?</b></p> <ul style="list-style-type: none"> <li>Why is water so important? The water-cycle.</li> <li>Farming in California.</li> <li>The importance of lakes, reservoirs and</li> </ul>  | <p><b>Oceans</b></p> <ul style="list-style-type: none"> <li>Oceans and seas.</li> <li>Oceans and trade. Transporting goods and shipping routes.</li> <li>Oceans and climate. Wind streams, hurricanes,</li> </ul>   | <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>What is migration?</li> <li>Why do people migrate? Internal migration. Push and pull factors.</li> <li>Voluntary migration</li> </ul> | <p><b>North and South America</b></p> <ul style="list-style-type: none"> <li>The continents of North, South and Central America. Combined population.</li> <li>What is a megacity? New York, Rio de</li> </ul>   | <p><b>The Amazon</b></p> <ul style="list-style-type: none"> <li>What is it like to live in the Amazon now? The Amazon rainforest.</li> <li>The Amazon river. The Amazon basin.</li> <li>The Amazon's intricate</li> </ul> | <p><b>Interconnected Amazon</b></p> <ul style="list-style-type: none"> <li>What is it like to farm in the Amazon? The garabata plant.</li> <li>Farming soy plants. Raw materials, profit,</li> </ul>              |

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|      | <p>aqueducts. Irrigation.</p> <ul style="list-style-type: none"> <li>Why is California running out of water?</li> <li>Growing almonds. Drought. Temperature.</li> <li>What next for California?</li> </ul>   | <p>temperature and rainfall.</p> <ul style="list-style-type: none"> <li>Oceans and land masses.</li> <li>Oceans and climate change. Temperature regulation.</li> <li>The human impact on oceans. Fossil fuels, drift-net fishing, pollution.</li> </ul>  | <ul style="list-style-type: none"> <li>Involuntary migration – refugees., asylum-seekers.</li> <li>How does migration change places? Expansion, demand, population, depopulation.</li> <li>Does it matter where we live? Identity, place, scale, nationality.</li> </ul>   | <p>Janeiro, Lima. Population.</p> <ul style="list-style-type: none"> <li>Push and pull factors.</li> <li>Rural-to-urban migration.</li> <li>Housing, favelas, sustainability.</li> <li>Stereotyping</li> </ul>  | <p>ecosystem. Wildlife, habitats, interact, trees, predators, micro-organisms.</p> <ul style="list-style-type: none"> <li>How does the ecosystem work? Interaction, effects, nutrients, decomposition.</li> <li>Changes in the eco-system.</li> <li>Should things change in the Amazon?</li> </ul>   | <p>manufacturing, industry.</p> <ul style="list-style-type: none"> <li>Trading connections. Supply and demand. Production, trans-national companies.</li> <li>Environmental connections. Foods.</li> <li>Social connections, globalisation.</li> </ul> |
|------|--|--|--|---|--|--|
| Year | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| 6    | <p><b>Energy and climate change</b></p> <ul style="list-style-type: none"> <li>How people use energy</li> <li>Types of energy (reviewing those covered and extending)</li> <li>Renewable and non-renewable energy sources</li> <li>The greenhouse effect</li> <li>Enhanced greenhouse effect – causes (including energy use and farming)</li> <li>Climate change and its effects (building on earlier work on</li> </ul> | <p><b>Ethiopia</b></p> <ul style="list-style-type: none"> <li>An in-depth place focus to complement knowledge gained in History and Religion.</li> <li>Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)</li> <li>What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures</li> </ul> | <p><b>Changing Birmingham</b></p> <ul style="list-style-type: none"> <li>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</li> <li>Where is Birmingham?</li> <li>How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment</li> <li>How is it changing now? Current issues, link to UN sustainable development goals,</li> </ul> | <p><b>Jamaica</b></p> <ul style="list-style-type: none"> <li>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</li> <li>Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry.</li> <li>Sustainable futures – environmental</li> </ul> | <p><b>Local area enquiry – a double, school-designed unit</b></p> <p>GUIDANCE DOCUMENT FOR TEACHERS NO PUPIL BOOKLET</p> <ul style="list-style-type: none"> <li>How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</li> <li>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</li> <li>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</li> <li>Disciplinary focus: How geographers investigate a place</li> </ul> |  |

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|  | <p>oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global</p> <ul style="list-style-type: none"> <li>• Geographical skills focus: Interpreting line graphs</li> <li>• Disciplinary focus: Interaction</li> <li>• How do local actions in the UK affect global climate?</li> </ul> | <p>– challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <ul style="list-style-type: none"> <li>• Geographical skills focus: Population pyramids, longitude and time zones</li> <li>• Disciplinary focus: Interaction</li> <li>• How do global changes affect local places in Ethiopia?</li> </ul> | <p>climate change What might Birmingham be like in the future? Possible, probable, and preferable futures</p> <ul style="list-style-type: none"> <li>• Geographical skills: Interpretation and presentation of data</li> <li>• Disciplinary focus: change</li> <li>• How much did Birmingham change between 1750 and the present day?</li> </ul> | <p>challenges faced due to tourism, ways forward</p> <ul style="list-style-type: none"> <li>• Geographical skills: tbc</li> <li>• Disciplinary focus: change</li> <li>• What is a preferable future for Jamaica's tourist industry?</li> </ul> | <ul style="list-style-type: none"> <li>• Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</li> </ul> |
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Class teachers to plan in field trips where appropriate, a **minimum** of 1 Geography field trip per year. Helpful resources:

- Ordnance Survey Education <https://www.ordnancesurvey.co.uk/education>
- Geographical Association <https://www.geography.org.uk/>
- Royal Geographical Society <https://www.rgs.org/schools/>