

Geography Long Term Plan

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	London	Great Fire of London	Prehistoric Life	Roman Empire	Ring Around the Roses	We Need You!
Big questions	Where would you want to live?	How does our city tell stories?	Can you escape the past?	Are we ever safe?	Are we isolated if we are an island?	Where is home?
Skills:	Weather Experts <ul style="list-style-type: none"> Use simple observational skills to study the geography of the school and its grounds. Describe seasonal weather changes Teacher led use of secondary sources (videos, nonfiction books, BBC weather) Fieldwork using geographical equipment. 	London Our City <ul style="list-style-type: none"> Use simple compass (North, South, East, and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Maps and Atlases <ul style="list-style-type: none"> Make more detailed fieldwork sketches/diagrams. Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. Use four figure grid references. Use the 8 points of a compass. Make plans and maps using symbols and keys. 	Natural Disasters <ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Explore features on OS maps using 6 figure grid references Draw accurate maps with more complex keys Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment Explain about key natural resources e.g. water in the locality 	Europe <ul style="list-style-type: none"> Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night Recognise the different shapes of countries Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent Understand how humans affect the environment over time 	Immigration <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world Use maps, charts etc. to support decision making about the location of places e.g. new bypass. Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. Locate the world's countries, using maps to focus on Europe



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						<p>(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none">• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
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<p>Key content:</p>	<ul style="list-style-type: none"> • Understanding of weather. • Compare weather in different parts of the U.K. • Track seasonal weather in local area. • Compare hot and cold areas of the world. • Extreme weather (hurricanes, tornadoes etc.) • Simple climate maps • Understanding of climate change 	<ul style="list-style-type: none"> • Understanding of compass direction • Use of directional language • Key human geographical features • Key vocabulary linking to human and physical geography. • Fieldwork (exploring local and creating maps) • Using a variety of sources (atlases, google earth, globe etc.) to look at how representations of cities change depending on scale. 	<ul style="list-style-type: none"> • Consolidating OS maps • Locate world continents and countries • Using geographical equipment, e.g. compass • Grid references (4 figure) 	<ul style="list-style-type: none"> • Place knowledge of Italy and surrounding natural and human geographical features • Understanding of key vocabulary surrounding volcanoes, earthquakes and tsunamis. • Impact of global warming on natural disasters 	<ul style="list-style-type: none"> • Countries and cities in Europe • Map work, co-ordinates • Changes to borders over time e.g. from Tudor times to post Brexit Europe • Different types of settlements in Europe • Atlas work • Climates and biomes. 	<ul style="list-style-type: none"> • Countries around the world • Biomes and climates • Map work and co-ordinates • Different types of settlements • Human and physical geography key vocabulary. • Movement of population • Reasons for immigration • Data handling for migration • Primary and secondary sources
<p>Suggested outcomes:</p>	<ul style="list-style-type: none"> • Weather diary completed over a few days • Using simple equipment to measure rainfall, wind speed and temperature. • Drama to act different weathers • Using simple key to identify hot and cold areas of the world. • Poster about climate change • Creating different items to test the weather. • Now Press Play Arctic experience • Double page spread 	<ul style="list-style-type: none"> • Compare maps of London circa 1666 and modern day. • Create own map and key of London • Using computers to plot coordinates and map • Build own 'London' with features and direct partners using compass points • Now Press Play Maps experience. • Introduce OS symbols and create their own. • Double page spread. • Orienteering 	<ul style="list-style-type: none"> • Creating own map of Stone Age location e.g. settlement, river, caves, valley. • Make own compass • Plotting Stone Age locations on world maps, e.g. Skara Brae, Stonehenge, Lascaux caves (France) Magura Caves (Bulgaria) • Double page spread • Look at maps of Europe and label countries • Create a local map but using OS symbols. • Using a key to identify ("treasure hunt") • Orienteering • Trust walk (blindfold a partner and use 	<ul style="list-style-type: none"> • Pompeii & Herculaneum- maps of local area using key geographical terms, plotting features using 6 figure coordinates • Tsunami after Vesuvius erupting- link to Indonesia, using water displacement to act out. • Look at plaster casts of victims from Pompeii- drama/ freeze frame/ creative writing to describe event • Ostia (port of Rome) why was it located there? Why is Ostia no longer at the coast? How has this affected people's lives? • Now Press Play Natural Disasters 	<ul style="list-style-type: none"> • Salt dough maps • Create a puzzle of Europe • Explore atlases and other forms of maps. • Label capital cities. • Investigate linguistics of naming • Brexit - debate if the UK is still a part of Europe • Deep dive into a different country and then present to a partner group • Double page spread. 	<ul style="list-style-type: none"> • Compare the UK to the Caribbean (climate, Biomes, settlement, economic activity) • Track the journey of the Empire Windrush using coordinates (6 figure) and compass points • Project to help an immigrant settle in Leyton now (create maps) • Why do people come to or leave the UK now? Investigate reasons for immigration and debate current laws? • Double page spread

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			<p>directional language to guide)</p> <ul style="list-style-type: none"> • Salt dough maps • Use resources (fabric, card, etc.) to turn the classroom (or quad) into an accurate representation of a map. • Double page spread 	<ul style="list-style-type: none"> • Building own volcano • Label key features. • Salt dough recreations. • Create their warning systems • Double page spread 		
Subject specific vocabulary:	climate change, global warming, measure, arctic, desert, thermometer, rain gauge, barometer, sun dial.	Direction, compass, measure, settlement, river, road, building, population, density	Direction, compass, settlement, river, valley, cave, ice age, symbol, key, map, location.	earthquakes, natural disasters, tsunamis, volcanoes, weather, coast, settlement, village, map, key, coordinates.	European countries and cities, continent, transcontinental, biome, climate, difference, similarity, population, density, carbon footprint, hemisphere, atlas, map.	Population, movement, hemispheres, longitude, latitude, equator, settlement, trade, economy, journey, biomes, climate, weather, opportunities.
Topic specific vocabulary:	Sunny, rain, cool, cooler, warm, warmer, warmest colder, coldest, drizzle, mist, humid, sunny showers, fog, lightning, thunder, idioms.	Leyton, London, borough, community, home, north, south, west, east, left, right, road, school, shop, high street, park, station, police/fire station, underground, bus stop, traffic light, crossing.	Europe, UK, continent, Stonehenge, Lascaux caves (France) Magura Caves (Bulgaria), Skara Brae, Orkney, near, far, OS map (ordinance survey).	Pompeii, Herculaneum, Ostia, Mountain range, early warning, town, village, city, metropolitan, rural, Indonesia, lava, pyroclastic flow, pumice stone, tornado valley, tectonic plates.	Brexit, Europe, borders, continents, transcontinental, capitals, neighbouring countries, Balkan state, Scandinavian, EU, Baltic states, Brussels, UN, island.	Windrush, Commonwealth, Empire, London, Caribbean, UK, legacy, impact, evaluate, nowadays, immigration, emigration, refugee.
Challenge	<ul style="list-style-type: none"> • Critique which place they'd rather live- hot or cold, and give reasons why • Creative writing linked to Now Press Play experience • Design a weather costume or script • Suggesting ways to help prevent climate change in our community 	<ul style="list-style-type: none"> • Create dictionary of human geographical features • Write instructions and 'teach' partners on how to use compass points • Suggest reasons why we use maps and why maps change over time or location 	<ul style="list-style-type: none"> • Create own Now Press Play experience of Stone Age location • Critique which types of maps are more useful • Explain why we use keys on maps and suggest where else keys might be used • Suggest which type of locational device is more 	<ul style="list-style-type: none"> • Create a quiz about the Vesuvius eruption • Create a solution to a natural disaster (i.e. reinforced buildings in earthquake zones) • Do you need early warning systems? • Argue why people might choose to live near a volcano despite the risks 	<ul style="list-style-type: none"> • Argue the impact of Brexit. Can you give points for and against? • Compare climate zones and judge the best way to demonstrate your understanding. • Which continent do you think Turkey belongs to? (students should think of both human and physical geography) 	<ul style="list-style-type: none"> • Why would someone leave their home? • Evaluate and refine the success of an enquiry? • Judge the best way to demonstrate your understanding through creating a final piece for a project. • What do you think immigration might look like in the future?



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		<ul style="list-style-type: none">Plan a walking tour of the local area for visitors/parents	useful, compasses, maps, SATNAV etc.		<ul style="list-style-type: none">Does England still belong in Europe after Brexit?	
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Long Term Plan: Geography

Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Exciting explorers	Marvellous Map Makers	Rotten Romans	Lost Lands	Ageless Americas	Heavenly Empire
Big question	Where will you go?	How can we make sense of the world?	What can we not live without?	How is India changing?	Is there an American dream?	Is life the same for everyone?
Skills:	<p>Africa's cities</p> <ul style="list-style-type: none"> Ask simple geographical questions e.g. What is it like to live in this place? Understand how some places are linked to other places e.g. roads, trains Describe seasonal weather changes Teacher led use of secondary sources (videos, nonfiction books, BBC weather) 	<p>UK Maps</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand geographical similarities and 	<p>Rivers and Basins</p> <ul style="list-style-type: none"> Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. Recognise that different people hold different views about an issue and begin to understand some of the reasons why Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, 	<p>India</p> <ul style="list-style-type: none"> Draw accurate maps with more complex keys Plan the steps and strategies for an enquiry Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment Explain about key natural resources e.g. water in the locality Explore weather patterns around parts of the world Understand why there are similarities and differences between places Recognise the different shapes of continents Demonstrate knowledge of features about places around him/ her and beyond the UK 	<p>The Americas</p> <ul style="list-style-type: none"> Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences Understand why people seek to manage and sustain their environment Know how rivers erode, transport and deposit materials Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Identify the physical characteristics and key topographical features of 	<p>Commonwealth Countries</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world

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		<p>differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> • Use simple compass (North, South, East, and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, 	<p>location, industry, transport, settlement, water cycle etc.</p> <ul style="list-style-type: none"> • Communicate findings in ways appropriate to the task or for the audience • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office 	<ul style="list-style-type: none"> • Recognise that people have differing quality of life living in different locations and environments 	<p>the countries within North America</p> <ul style="list-style-type: none"> • Know about the wider context of places e.g. county, region and country • Know and describe where a variety of places are in relation to physical and human features • Understand how humans affect the environment over time 	<ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. • 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 • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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		vegetation, season and weather				<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Key content:	<ul style="list-style-type: none"> Comparisons with the U.K Place knowledge Key human and physical features. 	<ul style="list-style-type: none"> Key physical and human features London boroughs Counties 	<ul style="list-style-type: none"> Thames Aqueducts River Tiber compare and contrast Coasts Baiae 	<ul style="list-style-type: none"> Sub-continent Indus River Locational knowledge Comparison to UK 	<ul style="list-style-type: none"> Human and Physical geography Place knowledge Environmental regions in North and South America 	<ul style="list-style-type: none"> The partition India Pakistan Australia Canada
Suggested outcomes:	<ul style="list-style-type: none"> Compare African city to Leyton Rainfall collecting in playground/ compare to African city 'Go on safari' spot animals/ describe environment Design own National Park- what animals should you have/ protect? What human features should you include? Double page spread 	<ul style="list-style-type: none"> Compare map of Pakistan to Leyton (Malala) Papier mache globe with labelled continents and oceans Now Press Play (Maps) Now Press Play (the U.K.) Double Page spread Create own map of Leyton Direct classmates around the playground to find different significant individuals 	<ul style="list-style-type: none"> Ostia case study- why is Rome's port now so far from the ocean? What happened to Baiae investigation? Build your own river basin Label features Act out the journey of a river Compare Thames to Tiber Double page spread 	<ul style="list-style-type: none"> Research different climates and landscapes of India Compare India to U.K. Day in the Life of school child in India and U.K. Create demonstration against pollution Draw map of India and create key River Indus investigation- compare to the Thames Double page spread 	<ul style="list-style-type: none"> Record video comparing U.K. and North American region Travel guide to North American country Inquiry into Mississippi river, flood plains, hurricane Katrina Safety poster for when hurricane/ flooding hits Instructions on how to manage a National Park (e.g. Yosemite, Yellowstone) Now Press Play Rainforests Double page spread. 	<ul style="list-style-type: none"> Film making travel guide of commonwealth country Create own map and key of Leyton and compare with a map of a commonwealth country Use of land analysis e.g. National Parks, Areas of Outstanding Natural Beauty, brownfield land, agricultural land. Investigation into the partition of India and Pakistan and the human cost Enabling enterprise trade links between Canada/ Australia and U.K. so called 'Pacific Alliance.' Double page spread

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Subject specific vocabulary:	climate change, global warming, measure, savannah, Africa, Kenya, National Park,, rainfall, protection, endangered	Direction, compass, measure, settlement, river, road, building, population, density, agriculture, maps, industrial, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, Europe, North America, South America, Africa, Antarctica, Australasia	Direction, compass, settlement, river, valley, cave, symbol, key, map, location, meander, floodplain, mouth, source, tributary, erosion, sediment, global warming, waterfall	earthquakes, natural disasters, volcanoes, weather, coast, settlement, mountains, village, map, key, coordinates.	transcontinental, biome, climate, difference, similarity, population, density, carbon footprint, hemisphere, atlas, map.	Population, movement, hemispheres, longitude, latitude, equator, settlement, trade, economy, journey, biomes, climate, weather, opportunities, trade links.
Topic specific vocabulary:	Elephant, lion, jaguar, rhino, hippo, poaching, conservation	U.K counties, London boroughs, Waltham Forest, Westminster, Hackney, Tottenham, high street, Jubilee Park, underground	Aqueduct, Thames, Tiber, Ostia, Baiae, Thames, Roman, engineering, bridges, Fosse Way, Watling Street	Thames, Indus River, Ganges River, Himalayas, Tibet, rainforest, desert, tropical coast, population, density, Taj Mahal, Delhi, Goa, pollution, waste	North and South American countries and cities, continent, Yosemite, Yellowstone, National Park, Olympic Peninsula Rainforest Washington State, Mississippi River, Hurricane Katrina, flooding	Pacific Alliance, trade, import, export, partition, Empire, National Parks, Area of Outstanding Natural Beauty, brown zone, agricultural land, pasture
Challenge	<ul style="list-style-type: none"> Can I design a poster to describe seasonal changes in the U.K and Africa? 	<ul style="list-style-type: none"> Can I choose which continent I would like to live on and explain why? 	<ul style="list-style-type: none"> Should London be the capital city? What impact did the Thames have on London's development? 	<ul style="list-style-type: none"> Can I evaluate the effectiveness of my enquiry? Can I argue whether Russia belongs in Europe or Asia? 	<ul style="list-style-type: none"> Can I investigate the similarities and differences between a region of the U.K. and a region of North America? 	<ul style="list-style-type: none"> Can I evaluate and refine the success of an enquiry and my research methods? Can I formulate questions and investigate the similarities and differences between regions in the U.K and North America?

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Long Term Plan: Geography

Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Travelling around the world	Island Life	Invasion, invasion, invasion!	Vicious Vikings	A World Before	Our Community
Big question	How do you move?	Are all islands isolated?	What makes a name?	Who is your neighbour?	Would the UK be the same if our biome wasn't?	How sustainable is sustainability?
Skills:	<ul style="list-style-type: none"> Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes Make simple maps and plans e.g. pictorial place in a story Name, describe and compare familiar places Link their homes with other places in their local community Know about some present changes that are happening in the local environment e.g. at school Suggest ideas for improving the school environment 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Identify where counties are within the UK and the key topographical features Name and locate the cities of the UK Identify physical and human features of the locality Explain about weather conditions / patterns around the UK and parts of Europe Recognise there are similarities and differences between places Develop an awareness of how places relate each other Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. 	<ul style="list-style-type: none"> Measure straight line distances using the appropriate scale Identify where countries are within Europe; including Russia Know how the locality is set within a wider geographical context Describe human features of UK regions, cities and /or counties Know about the wider context of places - region, country Explore features on OS maps using 6 figure grid references Draw accurate maps with more complex keys Plan the steps and strategies for an enquiry Understand the effect of landscape features on the development of a locality Describe how people have been affected by 	<ul style="list-style-type: none"> Understand about world weather patterns around the World and relate these to climate zones Know about the physical features of coasts and begin to understand erosion and deposition Know about changes to world environments over time Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Know how rivers erode, transport and deposit materials Understand how humans affect the environment over time 	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use maps, charts etc. to support decision making about the location of places e.g. new bypass Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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			<ul style="list-style-type: none"> Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Communicate findings in ways appropriate to the task or for the audience Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. 	<p>changes in the environment</p> <ul style="list-style-type: none"> Explain about key natural resources e.g. water in the locality Understand why there are similarities and differences between places 	<ul style="list-style-type: none"> Understand why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Key content:	<ul style="list-style-type: none"> Maps Globes Atlases Comparisons between places 	<ul style="list-style-type: none"> Beside the sea Explore 4 coastal areas in the U.K. and compare with Caribbean island Pollution in the ocean Plastic waste 	<ul style="list-style-type: none"> Counties Cities in the U.K. 	<ul style="list-style-type: none"> Contrasting U.K. with a European country 	<ul style="list-style-type: none"> Biomes Rainforests Deserts Antarctica/ Arctic Oceans/ seas 	<ul style="list-style-type: none"> Sustainable living Pollution Climate change Global warming
Suggested outcomes:	<ul style="list-style-type: none"> Travel on public transport e.g. train, tube, 	<ul style="list-style-type: none"> Use the internet to research a Caribbean 	<ul style="list-style-type: none"> Plot where the Anglo Saxons invaded on map 	<ul style="list-style-type: none"> What is a settlement? Why did the Vikings 	<ul style="list-style-type: none"> Draw climate zones on globe using colours and 	<ul style="list-style-type: none"> Create a guide for Waltham Forest council

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	<p>bus and write about experience</p> <ul style="list-style-type: none"> • Transport tally chart on Park Road • Watch trains on bridge over Orient Way • Obstacle course in playground and choosing best method of transport • What changes are happening in Waltham Forest/ wider London transport? E.g. cross rail, new Tottenham station, extension to the Bakerloo and Northern Lines • Compare home with school and how they travel and move in each place. 	<p>island- what is the culture and landscape like?</p> <ul style="list-style-type: none"> • Create a travel brochure to visit a Caribbean island • Can you create some art out of recycled materials? • Write a guide for beach goers to pick up litter on the beach. • Research four coastal areas of the U.K. and compare to a Caribbean island. Create an information leaflet. • Go on a little pick around the river in Hackney marshes- how much bigger would the pollution problem be in the ocean? 	<p>of U.K. and compare how map of U.K. has changed.</p> <ul style="list-style-type: none"> • Investigation of how many names of U.K. counties and places are from Anglo Saxon roots. • Compare the landscape of Anglo Saxon South East U.K. to a modern map of the South East of England. • Compare Sutton Hoo and locality in Anglo Saxon times and today • Create video or song to remember the U.K. counties and/ cities. • Create quiz to test friends on about U.K. cities and counties. • Create salt dough map of U.K. in Anglo Saxon times and the modern day. 	<p>choose to settle in certain places?</p> <ul style="list-style-type: none"> • Draw and label map with geographical features and explain why you have chosen the location of your settlement • Compare U.K. with Scandinavian country- geographical features, culture, food, religion, festivals • Write postcard from Scandinavia to family explaining what life is like there • Scandinavian food tasting • Debate: Which country would you prefer to live in? • Use 6 figure grid references to find locations on map of Scandinavia and U.K. 	<p>textures</p> <ul style="list-style-type: none"> • Act out deposition and erosion in playground using sand and water. • Create demonstration about climate change to take place in playground • Research hole in the ozone layer over time and what impact humans have had on it. • What is Waltham Forest doing to tackle climate change? Write a letter to local MP. 	<p>on how to live sustainably.</p> <ul style="list-style-type: none"> • Investigate the effects of pollution on a plant- how could you conduct this experiment in the classroom? • Research climate change summit in the news- what are the government doing to help slow climate change? • Write a letter to Greta Thunberg asking her advice. • Plot the changes in global warming on a line graph. • Research and create a system of how school can be more sustainable- e.g. recycling bins in classrooms. • Create globe with areas affected by global warming - papier mache, plasticine etc.
Subject specific vocabulary:	Near, far, transport, ferry, bus, tube, underground, train, journey, town, city, village, adventure, taxi, car,	Larger, smaller, behind, city, desert, ocean, beach, cliff, coast, forest, hill, mountain, sea, river, valley, soil, vegetation, seasonal, port, harbour, factory	Settlement, valley, mountain, Community, weathering, landscape, soil erosion [within weathering] Port, political map, harbour, Cliff, clay, factory, Ocean, lake, office, fieldwork, transport, industry, sketch, diagram, compass, North East, South East, North West, South West	earthquakes, natural disasters, volcanoes, weather, coast, settlement, mountains, village, map, key, coordinates.	transcontinental, biome, climate, difference, similarity, population, density, carbon footprint, hemisphere, atlas, map.	Population, movement, hemispheres, longitude, latitude, equator, settlement, trade, economy, journey, biomes, climate, weather, opportunities, trade links.

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Topic specific vocabulary:	Globe, atlas, Leyton, school, buildings, road, pavement, path, cross rail, Waltham Forest, Walthamstow, bridge, central line, Orient Way, Jubilee Park, Leyton High Road	Tropical, rainforest, equator, tropic of cancer, tropic of Capricorn, Caribbean, Island, Windrush, carnival, immigration, pollution, plastic, sustainable, weather, typhoon, storms, economy	Anglo Saxon names, (Cirencester, Chichester, Chester etc) U.K. counties, Manchester, Oxford, Bristol, Sheffield, Leeds, Wakfield, Plymouth, Portsmouth	Scandinavia, Vikings, invasion, trade route, invasion route, postcard, arctic circle, Lapland, settlement environment, human geography, economy, population	Waltham Forest, climate change, government action, local MP, protest, demonstration, ozone layer, erosion, deposition	Sustainability, climate change, pollution, ozone layer, Waltham Forest, local MP, demonstration, protest, extinction rebellion, Greta Thunberg, reduce, reuse, recycle, climate change summit
Challenge:	<ul style="list-style-type: none"> Can I create a landmark as part of a simple class map and consider its relative size (scale) and to describe my landmark and its location on a class journey? 	<ul style="list-style-type: none"> Can I create a poster highlighting the differences and similarities between the U.K. and a non-European country? Can I investigate how daily weather changes between the U.K. an area near the equator and the North Pole? 	<ul style="list-style-type: none"> Can I investigate how daily weather effects different parts of the U.K. at different times of the year in comparison to a European country? 	<ul style="list-style-type: none"> How did the landscape of Scandinavia contribute to the Viking invasions of Europe? Can I argue which resource is the most important for human settlements? 	<ul style="list-style-type: none"> Can I investigate what my local community is doing to sustain and manage their environment their reasons for doing so? Can I make links between climate zones, biomes and climate change and explain how they impact each other? 	<ul style="list-style-type: none"> Can I critique the impact of climate change on biomes and weigh its impact? Can I consider what evidence there is for global warming?