



Geography Long Term Planning

'Achieve Excellence'

What does it mean to get better at Geography at Wimboldsley?

At Wimboldsley we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum at Wimboldsley enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, a subject, which develops an understanding of concepts, knowledge and skills.

Geographical Skills

Locate - name, locate describe and places

Compare - compare and contrast people and places

Present - gather and present geographical information

Identify - identify human and physical features

Map - use maps, atlas and globes

Locality, UK, Wider World, Physical Processes, Human Impact

Place Knowledge, Location Knowledge, Human and Physical Geography, Skills and fieldwork

Substantive - I know that...

Disciplinary - I know how to...

Reception	<p>Marvellous Me Understanding the world: People and communities</p>	<p>Off an adventure Understanding the world: The world</p>	<p>Where our feet take us Understanding the world: The world</p>
	<ul style="list-style-type: none"> Learn about different family routines eg bedtime Knows that we have similarities and differences to each other eg different traditions and cultures Talks about the features of their own home and school <p>Looks closely at changes in the seasons- Autumn/Winter</p>	<ul style="list-style-type: none"> Talks about the features different environments eg farms, space, <ul style="list-style-type: none"> Looks closely at changes in the seasons- Winter/Spring 	<ul style="list-style-type: none"> Talks about the features different environments eg farms, space, Develop simple fieldwork skills - creating a map <ul style="list-style-type: none"> Make connections <p>Looks closely at changes in the seasons- Spring/Summer</p>
Locality link/ Fieldwork Opportunities	<p>Explore the Wimboldsley school environment -Aerial photograph</p> <p>*Trip Imagination Lane - physical features Carol concert - Middlewich Church</p>	<p>Farm Visit - Reaseheath</p>	<p>Bewilderwood Cheshire</p>
Vocabulary	<p>Home, school, house, same, different, similar, difference, world, place, Wimboldsley, countryside, fields, farm</p>	<p>Farm, countryside, local,</p>	<p>map</p>
Year 1	<p>Welcome to Wimboldsley (Locality)</p>	<p>United Kingdom (United Kingdom)</p>	<p>Wonderful Weather (Physical Processes)</p>
	<ul style="list-style-type: none"> → Know that land use in and around the school is countryside → Use simple fieldwork and observational skills to study the geography of the school and key human and physical features. → Use aerial images and interactive maps and simple line maps to identify key 	<ul style="list-style-type: none"> → Answer geographical questions (what is this place like? What or who will I see? What do people do in this place?) → Use globes to identify the UK's location → Use UK map to locate 4 countries in the UK → Use aerial images to recognise landmarks 	<ul style="list-style-type: none"> → Identify seasonal and daily weather patterns in the United Kingdom → Use simple fieldwork and observational skills to collect weather data in our school locality → Create weather maps using basic symbols and a key → Begin to simple compass directions (North

	<p>features.</p> <ul style="list-style-type: none"> → Describe the school grounds using simple directional language- near, far, left, right → -Draw a simple map of Wimboldsley and the surrounding area. Understand that symbols on a map can mean something. → - Know that Wimboldsley is a small village in England in the UK. → Know that we live in different places near Wimboldsley 	<p>and basic physical features.</p> <ul style="list-style-type: none"> → Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - England, Wales, Scotland, Northern Ireland, North Sea, English channel and Irish Sea 	<p>West South and East) in relation to a map of the UK</p>
<p>Locality link/ Fieldwork Opportunities</p>	<p>Identify human and physical features of local area - where they live Identify local towns near to Wimboldsley where they live.</p> <p>Local area walk to Hopley House. Sketch Map of local area</p>	<p>Fieldwork skills - Creating maps, following routes - Delamere Forest</p>	<p>Fieldwork skills - measure and identify daily weather patterns in Wimboldsley</p>
<p>Vocabulary</p>	<p>countryside, near, far, left, right, human, physical, map symbol, village, map, route</p>	<p>UK, United Kingdom, Country, Island, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Belfast, Cardiff, English Channel, North Sea, Irish Sea, Human, Physical</p>	<p>Seasons, weather, changes, North, South, East, West, UK, Change, predict, key, map, direction</p>
<p>Year 2</p>	<p style="text-align: center;">Cheshire life (Locality)</p>	<p style="text-align: center;">Welcome to our world (Wider World)</p>	<p style="text-align: center;">Let's go to Ghana (Wider World)</p>
	<ul style="list-style-type: none"> ● Identify the area of Cheshire on a UK map ● Know that the country of Cheshire is split into 2 parts ● Chester is the main city in Cheshire ● Know the difference between a city, town and village (Wimbodlse, Middlewich, Chester ● Use simple fieldwork and observational skills and key human and physical features of the areas local to school and places where they visit near Wimboldsley such as Middlewich 	<ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify continents and oceans ● The seven continents are Europe, Asia, North America, South America, Europe, Australia and Antarctica ● The main oceans in the world are Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean ● To identify the Equator and the North and south poles ● Identify location of hot and cold areas of the world in relation to the 	<ul style="list-style-type: none"> ● Use a globe, Atlas to identify Ghana's location in Africa and is location in relation to the equator ● Use Maps to identify the Ashanti region and Cheshire ● Compare the area of Cheshire to the Ashanti region in Ghana ● Understand the geographical similarities and difference between the to locations ● Identify and compare different human and physical features of both locations ● Use aerial photos, plan perspectives.

	<ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features of Cheshire • Use basic geographical vocabulary to refer to key physical and human features. • Devise a simple map and create a simple key 	<ul style="list-style-type: none"> • equator and north and south poles. • Apply simple compass directions North, West, East, south to describe the locations of the Continents 	
Locality link/ Fieldwork Opportunities	Identify places in Cheshire where they have visited eg Jodrell Bank, Ice Cream farm, Chester zoo.	Use compass directions on the playground to find different countries in relation to a world map Fieldwork - Residential - Burwardsley - compare and contrast to Wimboldsley apply knowledge of Cheshire	Compare Cheshire to Ashanti region in Ghana
Vocabulary	United Kingdom. county, City, town. Village, cheshire, landmark, Chester, Middlewich, Cheshire West, Cheshire East, Jodrell Bank, Beeston Castle, Ice Cream farm, Delamere Forest, River Dee	Continent, country, North Pole, South Pole, Equator, Hot, Cold, locate, describe	Africa, Region, area, compare, contrast, human,, physical, climate, land use
Year 3	<p style="text-align: center;">Where in the UK (United Kingdom)</p> <ul style="list-style-type: none"> → Know 8 points of a compass → Locate geographical regions in England Eg North west, South East → Know that in a county there are a mixture of towns villages and Cities → Name and Locate counties including largest - Yorkshire, Lincolnshire and Devon, → Surrounding counties of Cheshire - Staffordshire, Shropshire, Merseyside, Greater Manchester, Derbyshire and Flintshire → Describe the location of counties in relation to Cheshire using 8 points of the compass 	<p style="text-align: center;">Rivers and Mountains (Including water Cycle) (Physical Processes)</p> <ul style="list-style-type: none"> → Identify key aspects of a mountain → Name and locate the main mountains of the UK- Snowdon, Scafell Pike, Ben Nevis and the mountainous regions including Pennines, Grampian Mountains, Cambrian. → Use topographical map to locate mountains → Identify key aspects of a river → Name and locate the main rivers in in UK → Explore local river systems - Dee, Weaver, canals (Middlewich) → Use Maps, Atlases and digital mapping to locate rivers and describe features 	<p style="text-align: center;">Our European Neighbours Focus on Mediterranean (Wider World)</p> <ul style="list-style-type: none"> → Name and locate some countries of Europe - Including, France, Germany, Russia, Italy, Spain → Use Atlases, Maps and globes → Describe locations using 8 compass points → Identify main rivers and mountains in Europe → Locate Mediterranean Sea and the area of the mediterranean in a map of Europe → Identify their main physical and human characteristics of the North West England and Mediterranean → Describe and compare a coastal locality in the North West to a coastal

	<ul style="list-style-type: none"> → Name and locate main cities in the UK, London, Birmingham, Manchester, Liverpool, Edinburgh, Glasgow, Cardiff, Swansea, Belfast → Use maps, Atlases and digital maps to locate places in the UK 	<ul style="list-style-type: none"> that are studied → Understand the water cycle and its key aspects 	<ul style="list-style-type: none"> locality in Mediterranean → Identify different types of settlement within these 2 regions → To use OS maps to build on their knowledge of the UK and wider world
Locality link/ Fieldwork Opportunities	Visit to a city Manchester	Residential - Anglesey (Conway centre) Local river systems	
Vocabulary	Compass, North-west, North East, South West, South East, City, town, village	Mountain, Mountain Range, Everest, K2, Kilimanjaro, Summit, peak, Estuary, Source, flood plain, meander, stream, course, canal Lower course, middle course, upper course, delta, tributaries, mouth Evaporation Precipitation Condensation Transportation	North West, Mediterranean Sea, Mediterranean, coast line, beach, harbour, cliff, hills, mountain, ocean, coast,
Year 4	Where in the world? (Wider World)	Extreme Earth (Physical Processes)	Rainforests South America Focus (Brazil) (Wider World)
	<ul style="list-style-type: none"> → Identify the position of the equator on a map of the world and explain its significance → Identify the Northern Hemisphere, Southern Hemisphere and make simple comparisons between the two. → Locate the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle on a map. → Locate and name countries of countries on a World Map from both southern and northern hemisphere → Locate and name a variety of major cities in the world → Use maps, atlases, globes and digital/computer mapping → Describe geographical physical and human similarities and differences between countries such as two island 	<ul style="list-style-type: none"> → Describe and locate the key aspects of volcanoes and earthquakes → Use maps, atlases, globes and digital/computer mapping to locate major volcanoes and earthquake zones → Identify the ring of fire and explain what Plate Tectonics are → Describe some of the characteristics of these geographical areas - compare a volcanic area to a non volcanic area (local area) 	<ul style="list-style-type: none"> → Name and locate countries in South America using maps, atlases and digital mapping → Identify major mountain ranges and rivers in South America and → Explore the climate, trade and industry within South America → Focus on the country of Brazil - identify major cities → Explore the physical and human features of Brazil → Understand the importance and significance of the Amazon rainforest. → Know that the rainforest is a Biome → Use 4 figure grid references

	countries - Japan and Cuba		
Locality link/ Fieldwork Opportunities			Fieldwork skills - Castleton
Vocabulary	Longitude, Latitude, Northern Hemisphere, Southern Hemisphere, Equator, Tropic of Cancer, Tropic of Capricorn,	Volcano, vent, Magma, erupt, molten rock, ash cloud, active, dormant, crater, gas, lava, Mount Vesuvius Plate, Plate tectonics, Pacific ring of fire, magnitude, epicentre fault lines, richter scale, after shock, Earth's crust	
Year 5/6 2022 Cycle	World Zones (Wider World, Physical processes)	Our Changing Coasts (Physical Processes)	Our Planet, Our Future (Human Impact)
	<ul style="list-style-type: none"> → Identify the human and physical features of a biome → Identify the 6 climate zones around the world using world maps and atlases → Explore how Biomes have changed over time → Compare the different climates of the world biomes → Identify the main physical and human features of each biome → Make a comparison between two world such as Tundra and Savannah 	<ul style="list-style-type: none"> → Know how the weather water change our landscape → Explore how a coast is formed and identify key features of a coastline such as bays and headlands → Use maps, atlases and digital mapping to locate and describe coastlines in the UK eg Durdle Door → Explore how coastal features are formed such as stacks, stumps and arches, development of spits → Track how the features have changed over time → Predict how the changes in sea level will affect our coasts in the future 	<ul style="list-style-type: none"> → Identify some natural resources found in the UK - energy, food, minerals and water → Explore how natural resources are turned into energy but these are non renewable → Explore the impact of hot weather on the UK's water supply → Identify clean and sustainable sources of energy. → Identify what we can do to protect the future of the world
Locality link/ Fieldwork Opportunities		Year 5 - Residential London	Year 6 - Residential - France
Vocabulary	Biome, Climate zone Topographical, Population Densities Height of land Grid references Change Temperate Polar Mediterranean Continental Tropical Arid, desert, tundra, grassland, savannah	Erosion, Coast, Sand Beaches, Land forms Sea, Tides, Waves, Valley, River, erode abrasion, attrition, solution, hydraulic action, deposition, silt, mud flat, split, sand bar,	Climate, Climate Change, Energy, Renewable, Non Renewable, Fossil Fuels, Pollution, Smog, Plastic Pollution, Sustainability, Environment, Ozone, natural resources, carbon footprint, greenhouse effect, global warming, biodiversity

		arch, stack, sea cave, groynes, sea wall, bedrock, cliff, shingle, sand, revetments, gabion	
Year 5/6 2023 Cycle	<p>North America (Wider World, Physical processes)</p> <ul style="list-style-type: none"> → Use atlases, including digital mapping, to name and locate the countries of North America. → Identify the position of North America on the globe and understand the significance of the Northern Hemisphere and Topics to the climate → Use maps to identify the major cities of North America. → Identify the main areas of North America and the different climate zones (dry, polar, temperate, dry). → Identify the physical and human characteristics of North America. → Identify ecological regions of North America (the Great Plains, the Canadian Shield, the Mountainous West). → Identify the land-use patterns of the different ecological regions of North America. → Understand the ecosystem of the Great Plains and how one species of animal affects the entire ecosystem of many others. 	<p>London Locality Comparison (Locality and UK)</p> <ul style="list-style-type: none"> → Identify London on the map of Europe and United Kingdom → Use compass terminology to identify the location of Middlewich and London. → Explore different types of maps (digital/computer mapping) to see how London has changed over time. → Identify the human and physical features of London and compare these with Middlewich. → Understand the difference in population between London and Middlewich and why these changes occur. → Describe different types of tourism and how these relate to London and Middlewich. → Identify well-known landmarks of London and around Middlewich and why people come to visit these places. 	<p>Mapping our World (Wider World)</p> <ul style="list-style-type: none"> → Identify the Prime/Greenwich Meridian and time zones (including day and night) → Use 6-figure grid references to plot precise locations on an ordnance survey map. → Explore world topography/climate maps and to understand how these are used. → Describe how countries are connected through trade links. → Understand how food distribution takes place from country to country. → Understand the terms import and export. → Explain the term food miles and to understand the implications of these upon our planet.
Locality link/ Fieldwork Opportunities		<p>Year 5 - Residential London</p> <p>Local Links to recycling centres</p>	<p>Year 6 - Residential - France</p> <p>How will HS2 impact trade links in the future?</p>
Vocabulary	North America, South America, Central America, continent, climate, country, state, land use, human features, physical features, Great Plains, Canadian Shield, Rockies and Andes	Capital cities, River Thames, Landmarks, Human Canal, water way, Compare, contrast, tube system map, tourism, visitors, attractions	Location, Diversity, interconnected Interdependent, Economic Trade links, Distribution Natural resources, congestion, pollution, International, Imported Exporting,

			Energy Minerals, Water Food, Agriculture Grid reference, Eastings Northings Longitude Latitude
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