

## Geography Long Term Plan at Salisbury Manor Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Stories based in this country and many other countries. Exploring the environments using different senses. - Making comments on the weather (E.G- It is raining now. It is cold. The sun is out.) Exploring the local environment to the school through a local walk		Images of this country and what they can see (Images from books, maps, local area internet). Different books (If we want to see maps, we will look for this book which is an Atlas etc.) The local environment to the school (What is around us? What can we see? What can we hear? Is our school on a farm? What is our school near?) - Local walk around the environment. Vocabulary related to the natural world		Exploring the natural world - Some vocabulary related to the natural world (weather, hill, forest, sky, wind, sun, pond,). What an environment is and different environments that they know. - Know local environment to the school through images, videos, visit.	
Reception	Exploring the natural world. Vocabulary related to the natural world (weather, hill, forest, sky, wind, sun, pond,). What an environment is and different environments that they know. Local environment to the school through images, videos, visit. Know which country they live in and can describe life in this country. Exploring different stories, non-fiction texts and maps related to this country and the environment.	What an environment is. Describe their local environment (parks, flats, houses, schools, religious buildings, shops etc.). Compare parts of their local environment (E.G. What is similar? What is different? homes, places of worship, shops)	Different contrasting environments (E.G- rainforest, desert etc.). To begin independently making observations of the local environment. Discuss how people look after our local environment and what we can do to protect our environment, animals and plants. Key vocabulary related to different environments, including their local environment. Key vocabulary to describe their local environment. Exploring different stories, nonfiction texts and maps		Talk about and describe some similarities and differences between life in this country and life in other countries, based on knowledge from stories, non-fiction texts and maps (where appropriate). Observations of the immediate environment (What can they see, hear, smell, feel? Etc). Similarities and differences in their immediate environment and the texts, stories and maps they have seen. Confidently describe their immediate environment using key vocabulary	

<p>Year 1</p>	<p><b>Here I am</b></p> <p>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>			<p><b>Where we are</b></p> <p>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>		<p><b>There you are</b></p> <p>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p>
<p>Year 2</p>		<p><b>Mini Mappers</b></p> <p>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p><b>Hot and cold deserts</b></p> <p>Locating hot and cold deserts, and identifying common physical and human features</p>		<p><b>Rivers, seas and oceans</b></p> <p>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	
<p>Year 3</p>	<p><b>United Kingdom</b></p> <p>Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</p>			<p><b>Investigating mountains and volcanoes</b></p> <p>Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p><b>Looking at Europe</b></p> <p>Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas</p>	
<p>Year 4</p>		<p><b>Brazil</b></p>		<p><b>Tropical rainforests</b></p>		<p><b>Earthquakes and human settlements</b></p>

		Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements		Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)		Understanding why earthquakes take place and what effects they had in Haiti and Japan
Year 5	<p><b>Investigating world trade</b></p> <p>Understanding the distribution of the world's natural resources and these are traded between places across the world</p>		<p><b>Investigating water</b></p> <p>Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn</p>		<p><b>Climate across the world</b></p> <p>Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming</p>	
Year 6		<p><b>Improving the environment</b></p> <p>Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment</p>	<p><b>On the move</b></p> <p>Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK</p>		<p><b>I am a geographer</b></p> <p>Posing questions, completing fieldwork and presenting a geographical investigation</p>	