Catton Grove Primary School Long Term Plan Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Unit Title:** Understanding the world	**Unit Title:** Significant people Celebrations	**Unit Title:** Our school Autumn ½ 2 and Spring 1	**Unit Title:** London Autumn ½ 2 and Spring 1	**Unit Title:** South Wales	**Unit Title:** Athens and Central Greece	**Unit Title:** Amazon Basin	**Unit Title:** Geographical Information Systems (GIS)
	Enquiry Question: What is the world around us like?	**Enquiry Question:** Who in the community is important to us today? Why are they important?	**Enquiry Question:** How can a plan help someone find their way around our school?	**Enquiry Question:** How can I describe the location of places using locational language?	**Enquiry Question:** Why do I need to know about South Wales?	**Enquiry Question:** Why do I need to know about Athens and Central Greece?	**Enquiry Question:** Why do I need to know about the Amazon Basin?	**Enquiry Question:** Why do I need to know about Geographical Information System?
	Concepts: Understanding the world.	**Concepts:** Understanding the world.	**Concepts:** Understanding our locality.	**Concepts:** A small area of the UK.	**Concepts:** A small area of the UK.	**Concepts:** Region in European country.	**Concepts:** Region within South America.	**Concepts:** Interpret a range of geographical information.
	Misconceptions Everyone lives in similar regions.	**Misconceptions:** Everyone celebrates in the same way.	**Misconceptions** Only maps are used in geography to find location.	**Misconceptions:** The United Kingdom is one country.	**Misconceptions:** South Wales is not part of the United Kingdom.	**Misconceptions:** Earthquakes are not common in Greece.	**Misconceptions:** The Amazon is the longest river in the world.	**Misconceptions:** GIS can only use one set of information data at a time.
	Powerful Knowledge: Have an understanding of our culturally, socially, technologically	**Powerful Knowledge:** Understanding and consideration of how groups of people have	**Powerful Knowledge:** Understanding and identifying the human and physical features of our school.	**Powerful Knowledge:** Understand geographical similarities and differences through the	**Powerful Knowledge:** Understand the human and physical geography of a region in the UK.	**Powerful Knowledge:** Understand the human and physical geography of a region in a	**Powerful Knowledge:** Understand the human and physical geography of a region within	**Powerful Knowledge:** Develop an understanding of the everyday use of digital technologies.

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	and ecologically diverse world.	different beliefs and celebrate in different ways.		study of a small area of the UK.		European country.	South America.	
	Key Vocab: near far left right	**Key Vocab:** significant job work occupation community experience	**Key Vocab:** Features Fixtures, fittings Plan, layout position location outdoor space, similar, different, compare, like, dislike, interior, exterior environmental quality data design sketch fieldwork	**Key Vocab:** capital city London physical features human features symbols key compass direction aerial map plan	**Key Vocab:** coal iron steel spoil heap limestone isohyet isotherm National park OS map regeneration	**Key Vocab:** peninsula crustal instability pedestrianisation superposition acropolis metropolis cosmopolitan mediterranean climate regeneration container port	**Key Vocab:** diversity region equatorial rainforest Equatorial climate ecosystem vegetation zone biome extinction deforestation indigenous people sustainability equator	**Key Vocab:** capture analyse retailer conversation satellite navigation strategically patterns and trends geographic data online mapping digital technologies
	Cultural Capital: Use google maps/digi maps to study locations we are unable to visit.	**Cultural Capital:** Use dressing up clothes to role play different jobs and occupations. Invite members of the community to come in and talk about their jobs.	**Cultural Capital:** Become designers who inspect the playground and suggest ideas for improvement.	**Cultural Capital:** Interview members of the class who have travelled to and visited London while using digital maps to study these locations.	**Cultural Capital:** Using Google maps, Digimap or OSmaps to locate and explore locations studied in South Wales. Talk to class members who have visited South Wales.	**Cultural Capital:** Adult hot seats in role as the Mayor of Athens with children interviewing them about tourism, regeneration and the opinion of locals.	**Cultural Capital:** Find the Green Frog label on food packaging. Video interviews of people from indigenous tribes who live in the Amazon rainforest.	**Cultural Capital:** Use GIS to identify the best location for local supermarkets.

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	Pedagogical Content Knowledge (PCK): Use of role-play stimulation to reinforce learning.	**Pedagogical Content Knowledge (PCK):** Use of artefacts to stimulate and reinforce learning.	**Pedagogical Content Knowledge (PCK):** Children complete their task using a technological tool.	**Pedagogical Content Knowledge (PCK):** Use of photos of physical and human geographical features to scaffold learning.	**Pedagogical Content Knowledge (PCK):** Use of digital slides to support scaffolding of information.	**Pedagogical Content Knowledge (PCK):** Use of role-play stimulation to reinforce learning.	**Pedagogical Content Knowledge (PCK):** Children work in pairs with online information tools to supplement their learning.	**Pedagogical Content Knowledge (PCK):** Use of digital slides to support scaffolding of information.
Spring	**Unit Title:** Understanding the world	**Unit Title:** Special places The past and present	Children continue the previous learning unit (Our School) into Spring 1 term.	Children continue the previous learning unit (London) into Spring 1 term.	**Unit Title:** The United Kingdom	**Unit Title:** Naples	**Unit Title:** East Anglia	**Unit Title:** California
	Enquiry Question: What is the world around us like?	**Enquiry Question:** How can I use a globe, map or atlas to find a special place?			**Enquiry Question:** How is the United Kingdom different from other countries?	**Enquiry Question:** Why do I need to know about Naples?	**Enquiry Question:** How has the human and physical geography of East Anglia changed over time?	**Enquiry Question:** Why do I need to know about California?
	Concepts: Understanding the world.	**Concepts:** Place knowledge, different countries, contrasting environments.			**Concepts:** Fieldwork Making a difference	**Concepts:** Region in European country	**Concepts:** Region in the UK	**Concepts:** Region in North America
	Misconceptions Everyone lives in similar regions.	**Misconceptions:** Everyone has the same special places.			**Misconceptions:** The equator and lines of latitude and longitude are visible lines	**Misconceptions:** The main employment within the Naples region is	**Misconceptions:** East Anglia just covers Norfolk.	**Misconceptions:** The landscape across California is similar.

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					around the earth.	in the tourist industry.		
	Powerful Knowledge: Have an understanding of our culturally, socially, technologically and ecologically diverse world.	**Powerful Knowledge:** Understand that there are local places special for children, their families and the community.			**Powerful Knowledge:** To help me understand the geographical layout of Earth and how the UK fits into this.	**Powerful Knowledge:** Understand the human and physical geography of a region in a European country.	**Powerful Knowledge:** Understand the human and physical geography of a region within South America.	**Powerful Knowledge:** Understand the human and physical geography of a region within North America.
	Key Vocab: near far left right	**Key Vocab:** special community artefacts memories			**Key Vocab:** Latitude Longitude Equator Northern Hemisphere Southern Hemisphere The Tropics of Cancer The Tropics of Capricorn Arctic circle Antarctic Circle Time zones	**Key Vocab:** Mediterranean continental plate eruption magma and lava Phlegraean fields earthquake zones	**Key Vocab:** Fossils Ice age Flora Fauna Erosion Transportation Deposition Energy Coastal protection offshore wind farms renewable	**Key Vocab:** diversity region topographical Big sur ecosystem National park solar escarpment multicultural Crustal plates volcanologist
	Cultural Capital: Use google maps/digi maps to study locations we are unable to visit.	**Cultural Capital:** Use google maps/digi maps to study locations we are unable to visit.			**Cultural Capital:** Use google maps/digi maps to study locations we are unable to visit.	**Cultural Capital:** Pizza tasting and discussion on the country origin of ingredients.	**Cultural Capital:** Use google maps/digi maps to study locations we are unable to visit.	**Cultural Capital:** Use google maps/digi maps to study locations we are unable to visit.

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Summer	**Unit Title:** Understanding the world	**Unit Title:** Families Young historians and geographers	**Unit Title:** Norwich & Norfolk	**Unit Title:** Serrekunda	**Unit Title:** River study	**Unit Title:** Norfolk Broads	**Unit Title:** Coastlines	**Unit Title:** Brazil
	Enquiry Question: What is the world around us like?	**Enquiry Question:** Can we use maps, globes and atlases to find special places we have visited?	**Enquiry Question:** Why do I need to know about Norwich? What is Norfolk like?	**Enquiry Question:** How is Serrekunda different from Norwich?	**Enquiry Question:** What are the rivers like in Norwich?	**Enquiry Question:** Why are the Broads important to Norfolk?	**Enquiry Question:** Why do I need to understand the geography of Cromer?	**Enquiry Question:** How does Brazil compare to the UK?
	Concepts: Understanding the world	**Concepts:** Understanding the world	**Concepts:** Norwich - surrounding environment Norfolk - a small area of the UK Fieldwork	**Concepts:** Small area of contrasting non-European country	**Concepts:** Local area Fieldwork skills	**Concepts:** Local area Fieldwork skills	**Concepts:** Fieldwork skills	**Concepts:** Understanding the geographical layout of the world and how the United Kingdom fits into this.
	Misconceptions Everyone lives in similar regions.	**Misconceptions:** People only visit the country they live in.	**Misconceptions** Norwich/ Norfolk is its own country.	**Misconceptions:** Serrekunda is a country.	**Misconceptions:** There is only one river in Norfolk. All rivers are the ‘same’.	**Misconceptions:** The Norfolk Broads are natural.	**Misconceptions:** Powerful storms on the Norfolk coast are not damaging for Cromer.	**Misconceptions**: Their spoken language is Spanish.

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	Powerful Knowledge: Have an understanding of our culturally, socially, technologically and ecologically diverse world.	**Powerful Knowledge:** Know some similarities and differences between the natural world around them and contrasting environments.	**Powerful Knowledge:** Understand the locality that I live in and what makes Norwich special. Understand the locality that I live in and what makes Norfolk special.	**Powerful Knowledge:** Understand the geographical similarities and differences between an area of the UK and a contrasting area in a non-European country.	**Powerful Knowledge:** Understand the geographical location of rivers and know their main features.	**Powerful Knowledge:** Be able to describe the geographical location of The Broads.	**Powerful Knowledge:** Understand the distinct geographical features of a small area of the UK.	**Powerful Knowledge:** Understand the geographical similarities and differences of a range of regions, making comparisons with The United Kingdom.
	Key Vocab: near far left right	**Key Vocab:** globe atlas map country continent world capital city, environment, climate weather	**Key Vocab:** Aerial image/ photograph oblique vertical direction location plan North South East West Route Town Village Farm House Office Mountains (or lack of)	**Key Vocab:** continent country Banjul tropical climate compound compass symbol key direction vertical aerial photograph oblique aerial photograph	**Key Vocab:** River River Wensum River Tud Tributary Confluence	**Key Vocab:** Region Norfolk Broads Grid reference	**Key Vocab:** Erosion Transportation Deposition Sediment Waves Trough Crest Swash Backwash Pier Embankment Promenade Hard engineering	**Key Vocab:** Digital technology Continent topographical features geographical location
	Cultural Capital: Use google maps/digi maps	**Cultural Capital:** Handle artefacts from different	**Cultural Capital:** Visit to Norwich City centre.	**Cultural Capital:** Use google maps/digi maps	**Cultural Capital:** Fieldwork trip to a local river.	**Cultural Capital:** A visit to The Broads to	**Cultural Capital:** A visit to Cromer/Norfolk	**Cultural Capital:** Use google maps/digi maps

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	to study locations we are unable to visit.	countries around the world. Invite family members into school to talk about countries they have visited.	Use google maps/digi maps to study locations we are unable to visit.	to study locations we are unable to visit.		develop an understanding of the landscape.	coast. Carry out fieldwork.	to study locations we are unable to visit.
	Pedagogical Content Knowledge (PCK): Use of role-play stimulation to reinforce learning	**Pedagogical Content Knowledge (PCK):** Use of artefacts to stimulate and reinforce learning.	**Pedagogical Content Knowledge (PCK):** Use of photos of physical and human geographical features to scaffold learning. Use of photos of physical and human geographical features to scaffold learning.	**Pedagogical Content Knowledge (PCK):** Use of digital slides to support scaffolding of information.	**Pedagogical Content Knowledge (PCK):** Use of digital slides to support scaffolding of information.	**Pedagogical Content Knowledge (PCK):** Use of digital slides to support scaffolding of information.	**Pedagogical Content Knowledge (PCK):** Children work in pairs with online information tools to supplement their learning.	**Pedagogical Content Knowledge (PCK):** Use of photos of physical and human geographical features to scaffold learning.