



Geography Long Term Planning 2023:

What does it mean to be a geographer at Duddon St Peter's Primary School?

To develop an interest and understanding of the world around them, developing environmental, locational and place knowledge through fieldwork, globes maps, plans. Throughout the school, to get better at Geography will mean that children learn about their local area and its place in the wider world. They will do this through progressively developing their geographical skills and knowledge along with an understanding of 'how a geographer works and thinks.'

Geographical Skills

Locate- name, locate and describe places

Compare- Compare and contrast people and places

Present-gather and present geographical information

Identify- Identify human and physical features

Mapping-use maps, atlases and globes

Locality, UK, Wider world, Physical, Human

Substantive knowledge- I know that

Disciplinary knowledge- I know how to

	Autumn	Spring	Sumer
Nursery	My home and garden	Transport and settings	Mapping
Fieldwork	Forest school ongoing	Spring walk	Summer walk
End points	<p>Name areas of the classroom e.g. toilet, snack area, carpet, outdoors</p> <p>Talk about their home and garden</p> <p>Show interest in different occupations e.g. police, post-delivery,</p> <p>Talk and discuss the weather in Autumn/winter and the clothes needed in each season</p>	<p>Name different types of transport/vehicles</p> <p>Using small world play explore different settings e.g. farm, train station, harbour, zoo</p> <p>Talk about story settings from familiar stories, farms, school, zoo, park</p> <p>Talk and discuss the weather in Spring and the clothes needed in each season</p>	<p>Talk about places they have visited locally and on holidays. E.g. beach, zoo</p> <p>Talk and discuss the weather in Summer and the clothes needed in each season</p> <p>Talk about where children have been on holiday e.g. Wales, Spain, America</p> <p>Understand positional language e.g. in, on, under, forwards, backwards, over, under</p>
Disciplinary Knowledge	<p style="text-align: center;"><u>Locate</u></p> <p style="text-align: center;">Name and locate areas of the classroom Talk about places they have visited locally or further afield.</p> <p style="text-align: center;"><u>Compare</u></p> <p style="text-align: center;">Talk about places they are familiar with. Describe similarities and differences between familiar places e.g. school field, seaside.</p> <p style="text-align: center;"><u>Identify</u></p> <p style="text-align: center;">To observe what is around them.</p> <p style="text-align: center;"><u>Present</u></p> <p style="text-align: center;">Talk about different story settings, weather, clothes etc. Make links to forest school, scavenger hunts, collections, representations</p> <p style="text-align: center;"><u>Mapping</u></p> <p style="text-align: center;">Use stories to explore maps. E.g. story maps, treasure maps</p>		



Reception	My home and garden	Settings and our local area.	Wider world and Uganda
Fieldwork	Forest school ongoing	Spring walk	
End points	<p>Name areas in the classroom and the wider school E.g. hall, playground, office, field, classroom, corridor,</p> <p>Know our school is called Duddon St Peter's Primary School</p> <p>My address is the place I live</p> <p>People live in different types of houses.</p> <p>Some types of houses include detached, semi-detached, bungalow, terraced, flats. Name 3</p> <p>Talk about different jobs people have in the local community</p> <p>Understand the role of a farmer at Harvest time</p>	<p>Maps help us to get to unknown places.</p> <p>Maps can show features such as rivers, paths, church and roads</p> <p>I can follow and draw a map.</p> <p>I can name features in our local area- e.g. traffic lights, shops, church, school, library.</p> <p>Duddon St Peter's School is on Tarporley Road, Duddon</p> <p>Draw information from a simple photos and simple maps (including aerial photos)</p> <p>Draw a simple map of their journey to school</p>	<p>Our school is in Duddon in England</p> <p>There are different countries in the world</p> <p>Some countries are hotter than others.</p> <p>Explore globes and atlases.</p> <p>Use a large world map to identify different countries</p> <p>Uganda is in Africa.</p> <p>Some environments that are different to the one that we live e.g. farm, jungle, a hot environment, arctic, under the sea</p> <p>There are many differences between Duddon (England) and Uganda (Africa such as weather, animals, schools, etc.</p> <p>I can compare and contrast and name 3 similarities and differences.</p>



<p>Disciplinary knowledge</p>	<p style="text-align: center;"><u>Locate</u></p> <p style="text-align: center;">To be able to say where they live and where they attend school. Know the areas around school Explore globes and atlases Begin to use positional language (e.g. next to on top of)</p> <p style="text-align: center;"><u>Compare</u></p> <p style="text-align: center;">Draw simple pictures of what they can see in different locations and use these to make comparisons. Identify similarities and differences between hot and cold places. Compare and contrast features of their locality- busy road, field.</p> <p style="text-align: center;"><u>Identify</u></p> <p style="text-align: center;">To observe and make comments about what is around them.</p> <p style="text-align: center;"><u>Present</u></p> <p style="text-align: center;">Talk about areas they have looked at first or second hand Use simple labels to show their findings</p> <p style="text-align: center;"><u>Mapping</u></p> <p style="text-align: center;">Explore maps Follow directions of a route on a map Create simple maps of familiar places.</p>		
<p>Year 1/ 2 Cycle A</p>	<p style="text-align: center;"><u>Locality</u></p> <p style="text-align: center;">What is it like to live here?</p>	<p style="text-align: center;"><u>UK</u></p> <p style="text-align: center;">What is the UK made up of?</p>	<p style="text-align: center;"><u>Wider World</u></p> <p style="text-align: center;">How is life different in...? Non-European country</p>
<p>Fieldwork</p>	<p style="text-align: center;">Local walk- map work</p>	<p style="text-align: center;">Atlas</p>	
<p>Substantive knowledge</p>	<p style="text-align: center;">I live in Duddon</p> <p style="text-align: center;">Duddon is a village</p> <p style="text-align: center;">A village is a small settlement with only a few shops, and less houses and services than towns or villages.</p>	<p style="text-align: center;">The UK is made up of four countries, England, Scotland, Wales and Northern Ireland.</p> <p style="text-align: center;">The capital of England is London The capital of Wales is Cardiff The capital of Northern is Belfast The capital of Scotland is Edinburgh.</p> <p style="text-align: center;">There are physical and human features in</p>	<p style="text-align: center;">The UK is in the continent of Europe.</p> <p style="text-align: center;">China is in the continent of Asia.</p> <p style="text-align: center;">The two main oceans are the Atlantic Ocean and the Pacific Ocean.</p> <p style="text-align: center;">China is a larger country than the four countries that make up the UK.</p>



	<p>Towns are bigger settlements and have more people.</p> <p>Winsford is a town near us.</p> <p>Cities are bigger than villages and towns and have more people, shops and housing sometimes flats.</p> <p>Chester is our nearest city.</p> <p>Human features of Duddon are: it has houses, churches, a road,</p> <p>Physical features of Duddon are trees; woods, and fields.</p> <p>There are 4 points of a compass- North, East, South and West.</p>	<p>each capital city.</p> <p>Physical features: London - River Thames; Cardiff - Bristol Channel; Edinburgh - Calton Hill; Belfast - River Lagan</p> <p>Human features: London - London Eye; Cardiff - Principality Stadium; Edinburgh - Edinburgh Castle; Belfast - Belfast City Hall</p>	<p>China has a lot more people living there.</p> <p>China has human and physical features.</p> <p>China has mountains and rivers like the UK.</p> <p>Humans have built the Great Wall of China. We do not have this in the UK.</p>
Year 1/2 Cycle B	<p>UK</p> <p>What is it like to live by the coast? (North Wales) Comparison of two coastlines</p>	<p>Wider Word</p> <p>Would you prefer to live in a hot or a cold place?</p>	<p>Wider World Physical</p> <p>What makes our world wonderful?</p>
Fieldwork	<p>Visit to New Brighton/ LLandundno</p>		<p>Burwardsley</p>
End points Substantive Knowledge	<p>We live in the North West of England. We live inland.</p> <p>The coast is a piece of land by the sea or ocean.</p> <p>Our nearest coast is New Brighton.</p>	<p>We live in the north of Europe. We have a lot of rain and cold winters.</p> <p>There are 7 continents in the world, Europe, Asia, Africa, North and South America, Antarctica, and Australasia,</p> <p>The equator is an imaginary line around the middle of the Earth</p>	<p>The world is made up of land and sea. The large areas of land are continents. There are seven continents.</p> <p>The UK is divided into four parts and is surrounded by four seas. Atlantic Ocean, English Channel, North Sea and Irish Sea.</p> <p>The sea is a body of water that is smaller than</p>



Around the UK, we have the Irish sea, The English Channel, The North Sea and the Atlantic Ocean.

A coast can have these physical features: sea, cliffs, rocks, beaches, islands, sand dunes, caves.

A coast can have these human features: pier, harbour, port, arcades

New Brighton coast is by the Irish Sea.

People go to the coast to see physical and human features.

Compare two different coastlines physical and human features.

Compare two different coastlines

The Equator is much closer to the sun than the North and South poles.

Different parts of the world experience different weather conditions depending on where they are in the world.

Hotter countries are nearest to the Equator. E.g. Uganda, Kenya

The coldest countries are furthest away

an ocean.

Cheshire is an area of natural beauty, forests, mountains and hills and close to Wales with beaches.

Children to discuss parts of the world they have visited and physical features that make them beautiful.

Burwardsley has more physical features than Chester

Chester has more human features than Burwardsley.

Disciplinary Knowledge

Locate

Use compass directions North, South, East, West to locate where places are on the globe, maps, including North and South Poles.

Use locational and directional language, take 2 steps East and turn right.

Locate the four capital cities of the UK and where we live

Use 2 figure grid references to locate places (use grid overlay)



Compare

Yr1- Compare their own environments with others
Compare weather patterns with different countries
Identify similarities and differences using pictures, videos and stories featuring different environments.

Yr2-Identify the features of different places and compare with a contrasting locality.

Identify

Yr1Talk about people and places beyond their immediate environment
Identify 2/3 man-made and natural features of an area.
Identify key landmarks from aerial photographs.

Yr2- Use aerial photos to recognise human and physical features
Use aerial photos to identify an area (hamlet/ city)
Identify 3 / 4 human and physical features

Present

Yr1-Gather simple data, e.g. traffic, litter, weather

Yr2- Present simple data in bar charts (linked to maths)

Mapping

Yr1-Use local and world maps
Be introduced to simple symbols on a map, e.g. church
Draw a basic map of our area- using a simple key
Be introduced to OS maps

Yr2- Use maps to gather information in their local area
Use world maps to identify some countries, continents and seas
Devise a simple map with a key
Use OS maps and identify key landmarks.



Year 3 /4 Cycle A	<p style="text-align: center;">UK</p> <p style="text-align: center;">Are all settlements the same?</p>	<p style="text-align: center;">Wider World</p> <p style="text-align: center;">Who lives in Antarctica?</p>	<p style="text-align: center;">Wider World</p> <p style="text-align: center;">Physical</p> <p style="text-align: center;">Human</p> <p style="text-align: center;">Why do people live near volcanoes? European focus</p>
Fieldwork	<p style="text-align: center;">Village walk Trip to Chester to explore city and village</p>		
End points Substantive Knowledge	<p>Land is used in different ways</p> <p>An urban place is somewhere near a town or city and is more built up.</p> <p>We go to school in a rural setting and most of us live in rural areas.</p> <p>Population means the number of people who live in an area.</p> <p>A city is a large, dense settlement with a larger population, usually millions of people. It has a huge number of buildings and services. In the UK, most cities have a cathedral.</p> <p>Villages are small settlements usually containing a few hundred people with a few services. A hamlet is smaller than a village and has no church or services.</p> <p>Towns are larger than villages and</p>	<p>Antarctica is the southernmost and the least populated continent.</p> <p>The equator splits the earth into northern and southern hemisphere.</p> <p>Antarctica is a polar region - it is very cold.</p> <p>Lines of latitude are imaginary horizontal lines around the Earth that tell us how far north or south a place is from the equator</p> <p>Lines of longitude are imaginary vertical lines around the Earth</p> <p>Lines of longitude run from the North to the South Pole</p> <p>Antarctica is made up of two main ice sheets. Land underneath the ice is mountainous, not flat.</p> <p>Antarctica is uninhabited, due to the weather, it is on average, the coldest, driest and windiest of all continents with the highest elevation.</p>	<p>A volcano is an opening in the earth's (or other planet's) crust through which molten rock, hot gases and other materials erupt.</p> <p>There are four layers of the Earth: crust, mantle, outer core and inner core.</p> <p>The Earth's crust is broken into large pieces like a jigsaw called tectonic plates.</p> <p>Mountain ranges occur along plate boundaries and can be found in every continent.</p> <p>Mountains and volcanoes are formed when the Earth crumples upwards when two plates come together, lava hardens between plates as they move apart</p> <p>Volcanoes are found around the globe on plate boundaries</p> <p>There are three categories of volcano: Active, dormant, extinct</p> <p>There are positives and negatives about living near volcanoes.</p>



	<p>usually have thousands of people. They have many houses and a wide variety of services.</p> <p>A rural place has fewer buildings and more farmland. Fewer people live in rural places.</p> <p>Humans impact the environment positively and negatively.</p>	<p>Many researchers visit and it is famous for A variety of wildlife, penguins, seals and different types of birds</p>	<p>Earthquakes are found near moving tectonic plates and mainly happen on plate boundaries</p> <p>Earthquakes can cause huge levels of destruction.</p> <p>Famous volcanoes include Mount Vesuvius</p>
Year 3 /4 Cycle B	<p>Locality UK What are rivers and how are they formed?</p>	<p>Wider World Physical Human Why do oceans matter?</p>	<p>UK Wider World Physical Human Where does our food come from?</p>
Fieldwork	<p>Visit to Anderton Boat Lift and canal</p>		
End points Substantive Knowledge	<p>Our local rivers are the River Dee, Dane, Weaver and the Mersey.</p> <p>All water on earth is recycled, there is no new water, it is called the water cycle.</p> <p>A river begins its journey at the source, this is usually high up on a mountain.</p> <p>A tributary is a stream that feeds into a larger stream or river.</p> <p>The mouth of the river is where the river joins the sea.</p>	<p>Around 97% of the Earth's water is in the oceans and seas.</p> <p>There are 5 oceans (recap KS1)</p> <p>Oceans provide us with energy (hydro power), absorbs carbon dioxide, provides food and jobs, coral reefs protect land from flooding and typhoons</p> <p>Australia uses its ocean for trading.</p> <p>Trading means buying and selling goods and services.</p> <p>The largest coral reef is the Great Barrier</p>	<p>Different food needs different temperatures to grow.</p> <p>There are different climate zones in the world. These are tropical, dry, temperate, continental, polar.</p> <p>The food we eat comes from all over the world.</p> <p>Transporting food in and out of different places is called importing and exporting.</p> <p>The food industry impacts the environment, due to emissions, land use etc.</p> <p>Food miles are the number of miles the food has</p>



	<p>The names of some of the UK's major rivers are Thames, Dee, Severn, Trent, Mersey.</p> <p>There are more than 4 points on a compass (NE, SE, NW, SW).</p>	<p>Reef in Eastern Australia. This is gradually being destroyed.</p> <p>Coral reefs are important marine life as they provide a barrier from storms; and they provide ingredients for medicines, treating conditions such as asthma, arthritis and cancer.</p> <p>Plastic pollution is responsible for damaging the ocean and harming marine life</p> <p>We can help the oceans by reusing, recycling and reducing our waste</p>	<p>travelled.</p>
<p>Disciplinary Knowledge</p>	<p style="text-align: center;">Locate</p> <p>Yr3- Be introduced to 8-point compass points Use globes and atlases to locate countries Be introduced to lines of latitude and longitude Be introduced to 4 figure grid references</p> <p>Yr4- Use 8-point compass to locate areas within the UK and the wider world. Use 4 figure grid references to locate places on maps.</p> <p style="text-align: center;">Compare</p> <p>Yr3- Make comparisons between places, finding 3 similarities and differences Yr4- As above and describe the impact of this on humans and animals.</p> <p style="text-align: center;">Identify</p> <p>Yr3- Use fieldwork to record human and physical features using a range of methods. Use aerial photographs to identify geographical features, e.g. land use, farming Identify climate zones on a world map or atlas</p> <p>Yr4- Identify 5 /6 human and physical features and explain the difference between the terms. Identify some Biomes and their place on a world map in relation to the equator.</p>		



	<p style="text-align: center;">Present</p> <p style="text-align: center;">Yr3- Gather, present and analyse findings Yr4- Design and use a questionnaire to collect fieldwork Make annotated sketches to record observations Display quantitative data in graphs</p> <p style="text-align: center;">Mapping</p> <p style="text-align: center;">Yr3- Draw sketch maps to show an area of interest Use maps, atlases, globes and geographical information systems (digimaps) to find out about an area. Use a key to annotate maps Begin to use O.S maps at different scales Make and use a simple route on a map.</p> <p style="text-align: center;">Yr4-Recognise and use 7 O.S symbols Draw a sketch map with detail to show an area of interest Use a key to annotate maps and geographical symbols precisely Independently use and make sense of maps at different scales.</p>		
<p>Year 5 /6 Cycle A</p>	<p style="text-align: center;">Locality UK Human</p> <p style="text-align: center;">Why do populations change?</p>	<p style="text-align: center;">Wider World Physical</p> <p style="text-align: center;">Why are rainforests important?</p>	<p style="text-align: center;">Wider World Physical Human</p> <p style="text-align: center;">Would you like to live in the desert?</p>
<p>Fieldwork</p>	<p style="text-align: center;">Visit to Chester Zoo</p>		
<p>End points Substantive Knowledge</p>	<p style="text-align: center;">Population is the number of people living in a particular place.</p> <p style="text-align: center;">Links to History- in the 1500's population was lower due to poor living conditions, poor health care,</p> <p style="text-align: center;">In the 1500s the population was</p>	<p style="text-align: center;">A rainforest is an area of tall trees and a high amount of rainfall.</p> <p style="text-align: center;">Rainforests are home to more than half of the world's plants and animals and are therefore vital to life.</p> <p style="text-align: center;">Rainforests thrive in every continent except Europe and Antarctica.</p>	<p style="text-align: center;">A desert is a waterless, desolate area of land with little or no vegetation, typically one covered in sand.</p> <p style="text-align: center;">Deserts can be hot or cold. Hot deserts are mainly found around the Tropics of Cancer and Capricorn.</p>



	<p>lower because food wasn't always available, there were poor living conditions, people died younger and the healthcare of babies and mums was poor so not as many survived.</p> <p>Improvements in these things including medicine has meant that the population has increased around the world.</p> <p>Areas can be sparsely populated and densely populated.</p> <p>Changes to a population occur because of birth rates and death rates as well as people moving in and out of an area.</p> <p>Push and pull factors influence migration such as climate, transport, employment, resources, quality of life and education.</p> <p>Climate change is having an impact on the population but we can all work together to do something about this.</p> <p>Write a report to explain the impact of the population on the environment.</p>	<p>The Tropics of Cancer and Capricorn are lines of latitude near the equator.</p> <p>Lines of longitude and latitude are used to tell us how far north, south, east and west places are.</p> <p>Countries with the hottest climates are located near the equator.</p> <p>Biomes are parts of the world with a similar climate</p> <p>The largest rainforest surrounds the Amazon River in South America and the Congo River in Africa.</p> <p>Rainforests are made up of 4 layers, emergent, canopy, understory and forest floor.</p> <p>There are threats to the rainforest.</p>	<p>Deserts are located on every continent.</p> <p>The Sahara is the largest hot desert on earth, it is located in North Africa and covers many countries including Egypt and Sudan.</p> <p>The main deserts in North America are the Great Basin, Mohave, Chihuahuan and Sonoran.</p> <p>A biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>Humans impact deserts in negative ways - climate change.</p> <p>Humans have adapted to live in deserts</p>
<p>Year 5 /6 Cycle B</p>	<p>Wider World Physical Human</p>	<p>Locality UK Human</p>	<p>Locality Human Physical</p>



	Mountains- North and South America	Physical Where does our energy come from?	How do we make our area more environmentally friendly?
Fieldwork			
End points Substantive Knowledge	<p>The highest mountain locally is Bulkely Hill it is 148m. Snowdon in Wales is 1,085 metres or 3,560ft.</p> <p>The Rockies are in the northern hemisphere in North America. The Rockies are</p> <p>The Andes are in the southern hemisphere in South America. The Andes are 6,961 m.</p> <p>Both the Rockies and Andes are on the west side of North and South America.</p> <p>The Rockies spread through the countries of New Mexico, USA and Canada.</p> <p>The Andes run through the countries of: Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, and Argentina.</p> <p>The different colours on a topographic map show the height of the land.</p> <p>There are human features on the mountain ranges.</p>	<p>With more awareness about climate change, countries are looking at ways to create energy in an environmentally friendlier way.</p> <p>Energy can be renewable or non-renewable</p> <p>Countries sometimes have to trade energy because they can't produce enough</p> <p>Energy is often changed from electricity or gas into light and heat.</p> <p>Renewable energy sources come from natural resources and doesn't run out such as wind, solar, hydropower and tidal.</p> <p>Non-renewable energy sources are oil, gas, coal and nuclear and will run out.</p> <p>Sustainability is using natural resources responsibly.</p> <p>Different energy comes from different countries. Countries trade energy.</p> <p>The United States mainly use fossil fuels for energy. They have to trade and import crude oil. They are beginning to introduce renewable sources of energy.</p> <p>The UK relies mostly on gas and oil. The renewable energy source it uses most is</p>	<p>Environmentally friendly means not being harmful to the environment</p> <p>Local environmentally friendly actions could include reusing, reducing and recycling such as charity shops, composting.</p> <p>Local councils have environmentally friendly schemes such as walk to work.</p> <p>An enquiry question is a question that we need to conduct research into finding out the answer.</p> <p>Geographers need to record their information and they use a variety of ways: likert scale, tally charts, pictures, diagrams, interviews, questionnaires, sound recordings, sketch maps and annotated diagrams.</p> <p>A geographer will find a sample area on a map and then assign their route.</p> <p>Geographers then conduct their research.</p> <p>Geographers then analyse their data to answer their enquiry question.</p> <p>Geographers then present and report their results.</p>



		wind power. The UK have stopped using as much coal.	
Disciplinary knowledge	<p style="text-align: center;">Locate</p> <p>Yr5 Begin to recognise that there are 6 figure grid references Locate some of the 6 biomes in relation to their position on the map/ globe. Use the knowledge of counties and continents to locate areas around the world, noticing their distance from the Prime Meriden and the equator- links to day and night.</p> <p>Yr6- Use the 8 points of the compass to build knowledge of the UK and the wider world. Use 6 figure grid references to describe locations Describe a place using geographical language that relates to its location. (e.g. climate, trade links, natural resources)</p> <p style="text-align: center;">Compare</p> <p>Yr5- 1) Compare and contrast different places using geographical data, maps and atlases. Begin to describe how countries are inter-connected and independent. Collect data from our local area and compare findings with another locality.</p> <p>Yr6- 1) As above using evidence to support their findings. 2) As above and how physical geography affects human activity.</p> <p style="text-align: center;">Identify</p> <p>Yr5- Ask questions about a place and use geographical skills to answer an enquiry. Yr6-Use a range of resources to give detailed descriptions and opinions Make an independent or collaborate plan to answer an enquiry question. Select appropriate methods to collect data. Design and conduct independent interviews/ questionnaires to collect qualified data.</p> <p style="text-align: center;">Present</p> <p>Yr5- Collect and analyse statistics to draw conclusions about locations Gather and interpret data using the most appropriate method to present it. Design a questionnaire to answer an enquiry question Draw conclusions about an enquiry question using findings from fieldwork. Yr6- Decide how to present data using free hand sketches, annotated drawings, graphs, presentations and writing at length and digital technologies when communicating geographical information.</p> <p style="text-align: center;">Mapping</p>		



**Yr5- Create maps of different locations identifying patterns such as land use, climate zones, population density, height and land.
Analyse and give views of the effectiveness of the different representations (e.g. diff maps and aerial photos)
Draw maps to scale 1cm: 1m use squared paper.**

**Yr6- Recognise the difference between O.S maps and other maps and when which are more appropriate to use.
Use maps to talk about contours and slopes
Add contours to maps to show the height of land.
Select a map for a specific purpose**