

Geography Long Term Plan

	Autumn	Spring	Summer
Little Owls	<p style="text-align: center;">Brilliant Bury <u>The Natural World</u></p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p style="text-align: center;"><u>Creating with Materials</u></p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits. Bury Rangers: Rain and puddles</p> <p style="text-align: center;">Autumn <u>The Natural World</u></p> <p>Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Focus on Autumnal changes.</p>	<p style="text-align: center;"><u>People, Culture and Communities</u> Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p style="text-align: center;">Winter</p> <p>(Bury Rangers). Recognise some environments that are different to the one in which they live. Understand the effects of the changing seasons on the natural world around them (Winter).</p> <p style="text-align: center;">Spring <u>The Natural World</u></p> <p>Signs of Spring. Begin to understand the need to respect and care for the natural environment and all living things. Trip to local farm</p>	<p style="text-align: center;">The sea <u>Past and Present</u> The Seaside long ago.</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries (link to the sea). Know some similarities and differences between the natural world around them and contrasting environments. Trip to the seaside.</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries (link to minibests).</p> <p style="text-align: center;">Summer <u>The Natural World</u></p> <p>Signs of Summer. Explore the natural world around them, making observations and drawing pictures of animals and plants (link to minibests). Know some similarities and differences between the natural world around them and contrasting environments.</p> <p style="text-align: center;"><u>Bury Rangers Minibeasts</u></p>
	<u>Scale and connection</u>	<u>Space and place</u>	<u>Scale and connection</u>
	ELGs	ELGs	ELGs
	<p style="text-align: center;"><u>Geographical skills</u></p> <p><u>Representing geography</u> Use small world/models/role play to represent a visited place</p> <p><u>Map making</u> Sequence photos to recall features seen on a visit or short walk</p> <p><u>Map use</u> Look at photographs of an area</p> <p><u>Recording geography</u> Take digital photos (e.g. of a collection of natural objects, buildings in the locality)</p> <p><u>Collecting and representing qualitative data</u> Give opinions using thumbs up/down or giving views bout photos or a known place.</p> <p><u>Expressing and recording feelings about a place</u> Express their feelings about places they visit, saying which features they like/dislike</p> <p>Vocab <u>Weather, country, world, rain, local area, sun, season</u></p>	<p style="text-align: center;"><u>Geographical skills</u></p> <p><u>Map use</u> Look at photographs of an area</p> <p><u>Recording geography</u> Take digital photos (e.g. of a collection of natural objects, buildings in the locality)</p> <p><u>Collecting and representing qualitative data</u> Give opinions using thumbs up/down or giving views bout photos or a known place.</p> <p><u>Expressing and recording feelings about a place</u> Express their feelings about places they visit, saying which features they like/dislike</p> <p>Vocab <u>Weather, local area, snow, ice, frost, environment, season</u></p>	<p style="text-align: center;"><u>Geographical skills</u></p> <p><u>Map making</u> Make drawings (e.g. of their favourite place in the outdoor area, what they saw at the park. Draw a map e.g. of the outdoor area)</p> <p><u>Map use</u> Recognise a map Look at photographs of an area</p> <p><u>Compass directions</u> Use near, far, here, there, next to, above, closer to etc</p> <p><u>Recording geography</u> Take digital photos (e.g. of a collection of natural objects, buildings in the locality)</p> <p><u>Collecting and representing quantitative data</u> Count (e.g. cars parked at the start/end of the day)</p> <p><u>Collecting and representing qualitative data</u> Give opinions using thumbs up/down or giving views bout photos or a known place.</p> <p>Vocab <u>Weather, season, map, local area, opinion, country, sea, coast, seaside, beach, ocean, sand, pebble,</u></p>
Kestrels YB	Brilliant Bury – Farms/Churches	Why could a giraffe and a polar bear never meet?	
	Seasons in Bury Rangers	Seasons in Bury Rangers	Seasons in Bury Rangers
	Space and Place	Proximity and distance	

	<p style="text-align: center;"><u>NC Objectives</u></p> <ul style="list-style-type: none"> • Draw symbols for a key • Compass directions NSEW Near/far/left/right on a map and for directions in real life • Aerial photos/ plans to recognize features like river/woods • Fieldwork to study geog of school grounds and area 	<p style="text-align: center;"><u>NC Objectives</u></p> <ul style="list-style-type: none"> • Hot and cold areas of world • N and S poles • Equator • Weather • World map/globe /Atlases <p style="text-align: center;"><u>Geographical skills</u></p> <p><u>Representing Geography</u> -Add details to teacher prepared drawing of a place</p> <p><u>Map making</u> -Make annotated drawing of a place -Mark information on a large scale map or plan using colour or symbols</p> <p><u>Map use</u> -Find information on aerial photographs</p> <p><u>Compass directions</u> -Use 4 compass directions N. E, S, W -I know which direction N is on an Ordnance Survey map</p> <p><u>Expressing feelings about place</u> -I know which direction N is on an Ordnance Survey map</p> <p><u>Vocab (Bold is key vocab)</u> climate, climate change, glacier, hot arid region, ice cap, polar region</p> <p><u>Possible unit plan</u></p> <ol style="list-style-type: none"> 1. Intro to question. Where are the cold areas of the world? Look at a globe. Look at photos of Antarctic and Arctic N/S poles. What is the same in each place? How can we tell it is cold from photos? Use Google Earth. 2. Show giant map of world – draw pictures that represent Antarctic and Arctic – animals, weather, landscape- and add around edge of the world map. Annotate with ‘cold’ words. Where do polar bears live? 3. Where are the hot areas of the world? look at globe and wall map. Introduce word ‘equator’. Look at some photos of hot places around the tropics and equator. What is the same and what is different about those hot places – lots of sun but some are hot and dry and some hot and wet. 4. Show giant map of world – draw pictures that represent hot places - animals, weather, landscape- and add around edge of the world map. Annotate with hot words. Where do giraffes live? 5. On their own map – colour the hot areas and cold areas in red and blue. Which areas are in the north and which on south of the map. Add N,S,E,W to big wall map. 6. On each child’s map show where giraffes and polar bears live. Recap on why they live in that habitat. Would it be possible for them to meet? No – no land bridges. Would it be possible for them to survive in each other's countries? No – not right habitat and prey/food sources. 7. Why do you think that a Kangaroo and a penguin could never meet? 	
<p><u>Sparrowhawks A</u></p>	<p><u>Brilliant Bury – The Village /The School</u></p>	<p style="text-align: center;"><u>SDNP landscapes</u></p> <p>Why is it more crowded in the South Downs than in the Alps?</p> <p>NOLA</p>	<p style="text-align: center;"><u>Rivers</u></p> <p>How do people use the Arun and the Nile differently?</p>

	Space and Place	Space and place	Scale and connection
	<p>Brilliant Bury – The Village /The School</p> <p>NC Objectives</p> <ul style="list-style-type: none"> • Observe data about local area • Measure data about local area • Record data about local area • Present data about local area • Use sketch maps • Use plans • Use graphs • Use digital tech 	<p>NC Objectives</p> <ul style="list-style-type: none"> • Hills and mountains • Computer maps • Describe features studied • Use symbols and keys to build knowledge of UK • Compass points N,NE, E,SE, S, SW, W, NW • Use 4 fig grid refs <p>Geographical skills</p> <p>Representing geography</p> <p>-Make models, annotated drawings and field sketches to record observations</p> <p>Use maps</p> <p>-Use atlases, maps and globes</p> <p>-Locate photos of features on maps</p> <p>-I recognise that contours show height and slope</p> <p>Recording Geography</p> <p>-Take digital photos and annotating them with labels or captions</p> <p>Vocab (Bold is key vocab)</p> <p>developed country, fold mountains , mountain, mountain range national park, population</p> <p>Possible plan</p> <ol style="list-style-type: none"> 1. Where are the Alps? - Introduce the Q, What does 'crowded' mean – talk about population density. Where are the Alps? Use atlases/maps/globes Google Earth to find out. Recap continents and EU country names 2. Compare photos of SDNP and Alps – compare differences/sims, annotate photos 3. Look at maps of SD and Alps – learn contours and what they mean. Use 'Where's the path' https://wtp2.appspot.com/wheresthepath.htm 4. Match photos to possible map locations 5. How mountains are made – good OAK lesson on this. 6. What is pop density in SDNP 69 persons per square kilometre (424 in West Sussex) Do they think that more or less in Alps? Why – use geographical reasons. Give pop density. Why is it different. Alps = 60 inhabitants per square kilometre. Use 'Worldmapper' to see choropleth maps showing this data. https://worldmapper.org/maps/?_sft_product_cat=hazard&sf_paged=2 7. Chn explain why pop density in Alps is less than in SDNP 	<p>NC Objectives</p> <ul style="list-style-type: none"> • Rivers UK and world • Water cycle • Economic activity inc trade links <p>Geographical skills</p> <p>Map making</p> <p>-Record selected geographical information on a map or large-scale plan, using colour or standard symbols and a key</p> <p>Map use</p> <p>Use atlases, maps and globes</p> <p>Locate photos of features on maps.</p> <p>Explain what places are like using maps at a local scale.</p> <p>Use 4- figure coordinates to locate features.</p> <p>Recording geography</p> <p>Take digital photos and annotating them with labels or captions</p> <p>Vocab (Bold is key vocab)</p> <p>channel characteristics, channel shape, climate, climate change, condensation, embankment, erosion, floodplain, gorge, load, meander, oxbow lake, river valley, tributary</p> <p>Possible plan</p> <ol style="list-style-type: none"> 1. Intro question – Where are Arun and Nile – maps atlases, globes, Google Earth 'Where's the path' https://wtp2.appspot.com/wheresthepath.htm etc 2. Water cycle 3. Fomation of rivers source – sea – parts of a river 4. Make physical river and label – plasticine etc or diagram 5. Label features of rivers on map – 4 fig grid refs 6. How do we use the Arun – pleasure, fitness, trade but not much - see PDF 7. How do people use the Nile – agricultural irrigation, water, transport, trade, fishing, tourism etc (95% of pop live within a few km of the river) 8. How do people use the rivers differently answer Q
Sparrowhawks YB	<p>Italy</p> <p>Is it more dangerous to live in the Campania region, Italy or West Sussex?</p> <p>Brilliant Bury – Farms/Churches</p> <p>Italy -Relational thinking</p>		<p>Coasts</p> <p>Why are some places more popular for beach holiday than others?</p> <p>Space and place</p>

	<p align="center">Brilliant Bury Farms/Churches</p>		
	<p align="center">Italy</p> <p align="center">NC Objectives</p> <ul style="list-style-type: none"> • Geog sims and diffs of region of UK and region in EU and region in N or S America. Italy and SDNP • Distribution of natural resources inc energy, food, minerals, water • Volcanoes • Earthquakes • -locate world countries • -key features of world countries • -major cities in world countries <p align="center">Revise</p> <ul style="list-style-type: none"> • -5 oceans • -7 continents • -4 UK countries • -capital cities <p align="center">Geographical skills</p> <p>Representing Geography</p> <p>-Make models, annotated drawings and field sketches to record observations 2</p> <p>Use maps</p> <p>-Use atlases, maps and globes</p> <p>-Locate photos of features on maps.</p> <p>-Locate photos of features on maps.</p> <p>-Explain what places are like using maps at a local scale.</p> <p>-Use thematic maps.</p> <p>-Use 4- figure coordinates to locate features.</p> <p>-Use the scale bar to estimate distance.</p> <p>-I recognise that contours show height and slope</p> <p>-Use 8 compass directions N, NE, E, SE, S, SW, W, NW</p> <p>Vocab (Bold is key vocab) active volcano, climate, constructive margin, continent, continental crust, convection currents, core, crust, destructive margin, dormant volcano, earthquakes, epicentre, extinct volcano, fault, fold mountains, hotspot, mantle, Mount Vesuvius, mountain, mountain range, oceanic crust, tectonic plates, tsunami, volcanic eruptions volcanoes</p> <p>Possible plan</p> <ol style="list-style-type: none"> 1. Look at unit question – what do we mean by dangerous? Where is West Sussex? - maps - county Where is Campania? Maps/Google Earth 2. Look at maps and photos of Campania . Use ‘Where’s the path’ to compare map and satellite. https://wtp2.appspot.com/wheresthepath.htm what is it like there geographically? Sea, cities, volcano and earthquakes. Use 4 figs to locate features 3. Local natural resources in Campania - Wine, olives, olive oil, grain, fish, wheat and barley. - Area around Vesuvius was very fertile due to the volcanic soil; this made it ideal for agriculture. 4. How are volcanoes made? OAK has a good lesson. 5. How do locals deal with Vesuvius – how dangerous is it? What do they do to keep safe? 6. Earthquakes - lots of fault lines through Italy – OAK lesson is good. 7. Look at ‘Worldmapper’ hazards coropleth maps to see which areas are dangerous. https://worldmapper.org/maps/?_sft_prod_cat=hazard,agriculture 8. What is dangerous in West Sussex – how do we keep safe? 9. Is it more dangerous to live in Campania or Sussex? 10. Where would the safest place to live in the world be? <p align="center">Brilliant Bury – Farms/Churches</p> <p align="center">NC Objectives</p>		<p align="center">NC Objectives</p> <ul style="list-style-type: none"> • Coasts UK • World maps and globes /atlases • Computer maps • Describe features studied • Use symbols and keys to build knowledge of UK and wider world • Compass points N,NE, E,SE, S, SW, W, NW • Use 4 fig grid refs <p align="center">Geographical skills</p> <p>Map making</p> <p>-Record selected geographical information on a map or large-scale plan, using colour or standard symbols and a key</p> <p>Map use</p> <p>- Use atlases, maps and globes 2</p> <p>- Locate photos of features on maps. 2</p> <p>-Locate photos of features on maps.2</p> <p>-Explain what places are like using maps at a local scale.2</p> <p>- Use thematic maps.2</p> <p>Compass directions</p> <p>-Use 8 compass directions N, NE, E, SE, S, SW, W, NW</p> <p>Qualitative data</p> <p>-Design and conduct interviews /questionnaires to investigate which places people value/like etc</p> <p>- Use a simplified Likert Scale to record their judgements of environmental quality (Strongly agree, slightly agree, agree, slightly disagree, strongly disagree)</p> <p>Expressing feelings about place</p> <p>-Develop a simple method of recording their feelings about a place</p> <p>Recording Geography</p> <p>-Develop a simple method of recording their feelings about a place</p> <p>- Make digital audio recordings for a specific purpose (e.g. Beach noises)</p> <p>Vocab (Bold is key vocab) arch, bar, cave, coastal retreat, constructive wave, destructive wave, evaporation, flood defence, groyne, lagoon, longshore drift, salt marsh, stump, wave-cut platform</p> <p>Possible plan</p> <ol style="list-style-type: none"> 1. Intro to Q. What makes something popular? As a class write a questionnaire – eg what do you like to do on a seaside holiday? Do you prefer sand or pebbles? Do you like a seaside town beach or rural beach? Have you got a favourite beach to visit? Why is it your favourite? All chn complete as well as others at home/round school. 2. Plot places mentioned onto a big wall map. Look at Google Earth. Make a bar chart or table of responses. Use this map to add aerial photos of coastal locations - and coastal erosion over next few weeks. Use ‘Where’s the Path’ website to compare map and satellite images side by side. https://wtp2.appspot.com/wheresthepath.htm 3. What is a coast? How are coastlines made. Start a blank UK map and over next few weeks plot the diff types of coastal erosion on it – using a key. Why are coasts different? 4.. Coastal features ID on photo and map 5. . more coastal features 6. Coastal erosion – Lulworth, The Needles, Beachy Head etc Write a few sentences to recap what they’ve learned using compass directions. Norfolk which is in the East of the UK has many coastlines which are....’ 7. Individual map of South coast beaches in B&W – chn can colour those which are sandy/pebbly/cliffs– some Googling/photo evidence might be required. Create a key. 8. Why do you think that some places are more popular for a beach holiday than others – eg Beachy Head or Wittering. Chn create a brainstorm about

	<ul style="list-style-type: none"> Observe data about local area Measure data about local area Record data about local area Present data about local area Use sketch maps Use plans Use graphs Use digital tech 		each type of place using everything they have learnt this term.
Buzzards A	<p style="text-align: center;">Wolves</p> <p>Should we reintroduce wolves to the SDNP?</p> <p>Brilliant Bury The Village/The School</p>		<p style="text-align: center;">SDNPA tourism and trade</p> <p>Is being part of a national park good for businesses?</p>
	<p style="text-align: center;">Wolves - Relational thinking</p> <p>Brilliant Bury – Village/ school - Space and Place</p>		Scale and connection
	<p style="text-align: center;">Wolves</p> <p style="text-align: center;">NC Objectives</p> <ul style="list-style-type: none"> tropics, N and S hemisphere, Equator, climate zones/biomes/vegetation belts Distribution of natural resources inc energy, food, minerals, water Geog sims and diffs of region of UK, EU and N or S America (SDNP and Yellowstone) locate world countries key features of world countries <p style="text-align: center;">Geographical skills</p> <p>Map use</p> <p>-Use thematic maps for specific purposes. -Interpret distribution maps and use thematic maps for information</p> <p>Map making</p> <p>-Record selected geographical data on a map or large-scale plan, using colour or symbols and a key</p> <p>Qualitative data</p> <p>-Design and use a questionnaire to collect qualitative data -Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about wolf reintroduction)</p> <p style="text-align: center;">Brilliant Bury – The Village/The School</p> <p style="text-align: center;">NC Objectives</p> <ul style="list-style-type: none"> Observe data about local area Measure data about local area Record data about local area Present data about local area Use sketch maps Use plans Use graphs Use digital tech <p style="text-align: center;">Geographical skills</p> <p>Map making</p> <p>-Draw freehand maps</p> <p>Recording geography</p> <p>-Take digital photos and annotating them with labels or captions -Making digital audio recordings (e.g. to create soundscapes)</p> <p>Vocab (Bold is key vocab)</p> <p>biodiversity, biome, climate, conservation, conservation farming, deforestation, ecosystem, food web, honeypot sites, national park, tourism</p> <p>Possible unit plan</p> <p>1. Where are wolves worldwide – research then draw on thematic map. Add to Google Earth pin. Which kind of wolf lives in which area? Show biome map -which biome do grey wolves live in? Why is it suitable habitat? Discuss climate, vegetation, and natural resources that wolves need.</p> <p>2. What kind of prey do grey wolves need? Where does the prey live? Food web for wolves</p> <p>3. Look at reintroduction of wolves to Yellowstone – video-Currumpaw etc. Trophic cascade.</p> <p>4. Could wolves be reintroduced to SDNPA? Look at our biome/habitat/ecology. What could the</p>		<p style="text-align: center;">NC Objectives</p> <ul style="list-style-type: none"> Economic activity inc trade links Land use Distribution of natural resources - used for trade in SDNP –meat, wood, farming, energy – wind farm, solar power inc energy, food, UK Environmental regions (SE, SW, NE,NW) and their weather features – Nat park comparison How UK topographical features have changed over time Geographical regions of UK -counties and national parks Name and locate counties and cities in UK <p style="text-align: center;">Geographical skills</p> <p>Quantitative data</p> <p>-Collect, analyse and present quantitative data in bar charts and line graphs and tables</p> <p>Using maps</p> <p>-Interpret distribution maps and use thematic maps for information -Relate maps to each other and to vertical aerial photographs.</p> <p>Making maps</p> <p>-Record selected geographical data on a map or large-scale plan, using colour or symbols and a key</p> <p>Expressing feelings</p> <p>Design and use a ‘tool’ to record their feelings about an issue (the advantages and disadvantages of a proposed development, for instance)</p> <p>Vocab (Bold is key vocab)</p> <p>bottom-up development, tertiary employment/sector, subsistence farming, secondary employment/sector, quaternary sector, primary employment/sector, national park, human development, human resources, bottom-up development, brownfield sites, capital, Central Business District (CBD), commercial, commuting, conurbation, counter-urbanisation, de-industrialisation, developed country, diversification, economic development, economic diversification, green economy, greenbelt, greenfield site, non-renewable resources, stakeholder</p> <p>Possible unit plan</p> <ol style="list-style-type: none"> Where is the SDNP? How could the SDNP be used for business? What type of businesses are in the SDNP? Why have the businesses in our area chosen to be in the SDNP? What are the trade links with the rest of the world? Why have the businesses in our area chosen to be in the SDNP? Is being in the SDNP good for business? What kind of business would be suited to a site in Bury? Would it be better for a business to set up in Dartmoor or Plymouth?

drawbacks be? Why would bringing wolves back be a good thing? Where would they live – which environment? Who would be responsible? What would they eat? How would we keep people safe? Tourism?

5. Create questionnaire to send to parents and children to find out their views on reintroduction.

6. Look at results of questionnaire

7. Write letter to SDNPA explaining their thoughts on reintroducing wolves

8. What kind of place would be the ideal place to reintroduce wolves?

Brill Bury - Farms/Churches

Explorers
How does quality of life vary between Bury, Slindon or Bognor?

Space and Place

Proximity and distance

- NC Objectives**
- Observe data about local area
 - Measure data about local area
 - Record data about local area
 - Present data about local area
 - Use sketch maps
 - Use plans
 - Use graphs
 - Use digital tech

- NC Objectives**
- 6 fig grid refs – maps
 - Types of settlement compare Slindon and Bury and Bognor
 - Land use compare Slindon and Bury and Bognor
 - Arctic and Antarctic circle, tropics,
 - N and S hemisphere,
 - Equator,
 - meridians,
 - time zones
 - minerals, water
 - locate world countries
 - major cities in world countries
 - key features of world countries
- Revise
- Learn 5 oceans
 - Learn 7 continents
 - Learn 4 UK countries
 - Learn capital cities

Geographical skills

Compass directions
 -Use 12 compass directions
 N, NNE, NE, ENE, E, ESE, SE, SSE, S, SSW, SW, WSW, W, WNW, NW, NNW
 -Use latitude and longitude in an atlas or globe.

Use maps
 -Follow routes on maps saying what is seen.
 -Align a map with a route.
 -Describe height and slope using maps, fieldwork and photographs.
 -Use 4 and 6- figure coordinates to locate features.
 -Use a scale bar on all maps. use a linear scale to measure rivers.
 -Describe height and slope using maps, fieldwork and photographs

Map making
 -Use agreed and Ordnance Survey symbols

Vocab (Bold is key vocab)
demography, rural idyll, rural periphery, rural-urban migration, pull factors, push factors, urban sprawl

- Possible unit plan**
1. What is quality of life?- brainstorm and then dictionary definition. What kind of things affect quality of life – work, leisure time, quiet or busy streets, nature, healthcare, services....
 2. What kind of things do chn want from a perfect location to live? Write a short paragraph with reasons. Create questionnaire to ask residents of all 3 villages to assess quality of life.
 3. Zoom in on Google Maps/Earth and OS maps at location of 3 places – Bognor/ Slindon and Bury. Link aerial photos to a map with all three places – chn give reasons for why they think each photo is of each place.
 4. What can we see each place is like by looking at a map? Create a comparison

		<p>table for each place- categories may include gradient of land, human geography, physical geography, services.</p> <ol style="list-style-type: none"> 5. Look at photos or go to each place. What is each settlement like? What is the population size, what kind of housing is there? What are the sound levels like? What is the land used for? 6. Complete table to include the information gained on field trip. 7. Write a short explanation text about what life is like in each place and comment on the fact that If you want to live in a place like that, your QoL will be good as you've chosen to live there. 8. Plan route between Slindon and Bury. Must be between 9-12km . Measure route. 9. Verbally describe route – what they will see, what direction they will walk in , what the gradient is. 10. Create route cards using 6 fig grid refs. 11. Walk the route. 12. Create map with photos taken along the journey. 13. How do you think that the quality of life would vary between a village in the New Forest and Southampton? 	

UK/World locational knowledge

Comparing place

Human and physical geography

Geographical skills and fieldwork