

# Britannia Bridge Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>N3 Caterpillars</b>	<b>All about me</b> Autumn-squirrels, basic weather, leaves changing colour.	<b>Celebrations</b> Diwali-India-people/places. Local area- walk to post-box comment on geographical features seen create map with teacher.	<b>Down in the woods</b> Winter- weather, cold - snow, woodlands Going on a bear hunt- draw map from story.	<b>Heroes and villains</b> Walk to local shops- look at shops and amenities in locality.	<b>Amazing animals</b> Safari- Africa	<b>Under the sea</b> Seaside- at the beach Sea creatures
Continuous coverage throughout the year of Geography skills through Understanding The World- People, culture and communities and the natural world.						
<b>Reception Butterflies</b>	<b>It's Good to be me</b> Autumn-hibernation -hedgehogs /seasonal weather	<b>Celebrations</b> Local area- Walk to the post-box/ look at aerial map of route- name basic features on map e.g. school, road. Draw a map of the route.	<b>The world around us</b> Arctic/Antarctica- globe/map Rainforest/jungle- Amazon rainForest-map Compare similarities differences to where we live. Winter- weather	<b>Growing</b> Spring- signs of spring/weather	<b>Houses and Homes</b> Houses around the local area- local house hunt/survey. What kind of house do they live in? Houses around the world- Africa, Indonesia, Arctic	<b>Fantasy</b> Summer- weather Create maps from stories
Continuous coverage throughout the year of Geography skills through Understanding The World- People, culture and communities and the natural world.						
<b>Year 1 Bumblebees</b>	<b>What's the weather like?</b> <b>Concepts: Place, Space, Scale, Physical processes</b> Look at the seasons, different kinds of weather. Hot and Cold places in the World. Case study Jamaica and Arctic		<b>Our school</b> <b>Concepts: Place, Space, Scale</b> Look at the classroom, school building inside and outside. Use aerial photographs and plan view. Orienteering activity around school grounds. Locate school on map/aerial view photo. How do they get to school- transport survey look at map symbols.		<b>Where do I live?</b> <b>Concepts: Place, Space, Scale, Human processes, Physical processes</b> Filed trip- local area- human and physical features. Difference between urban and rural. UK countries, capital cities and geographical feature of the countries.	
<b>Year 2 Seahorses</b>		<b>Magical Mapping</b> <b>Concepts: Place, Space, Scale</b> Look at maps and routes. 4 points of the compass. Plan a walking route from school to a place in the local area. Write directions using 4 points of compass. Fieldwork- follow route. Create traffic survey 7 continents of the world.		<b>Let's go to the Arctic</b> <b>Concepts: Place, Space, Scale, Human processes, Physical processes, Cultural awareness, Cultural diversity</b> Look at which countries make up the Arctic Circle. Climate of the Arctic. Case studies-Using 5 towns and cities look at the human and physical features. Compare London (UK) to Sisimiut (Greenland)		<b>Beside the Seaside</b> <b>Concepts: Place, Space, Scale, Human processes, Physical processes</b> Look at UK seaside- name and locate the seas surrounding UK. Using atlas locate seaside resorts in the 4 countries of the UK. Human and physical features of seaside resorts. Case study- St Ives Blackpool field trip- human and physical features

<p><b>Year 3</b> <b>Hummingbirds</b></p>	<p><b>Our European neighbours</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Cultural awareness, Cultural diversity, Look at the continent of Europe- countries that belong to Europe. Capital cities of countries. Compare London and Paris.</p>		<p><b>Where does our food come from?</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Environmental impact, Sustainable Look at where breakfast Food comes from around the world. Case study- Kansas OWheat state. Virtual field trip- at a banana ripening centre in Luton (UK) a tropical fruit plantation in Costa Rica (N America). Look at land use to produce food in UK. Visit Ryecroft rare breeds farm.</p>		<p><b>Investigating the local area</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Sustainable development Look at the 8 points of compass -navigate around a map -Residential, industrial, commercial and agriculture land use in local area using map. Services within the local area- locate on OS map. How far local people travel to jobs. Field work- Plot route to canal using 8 points of compass- look at human and physical features at the canal.</p>	
<p><b>Year 4</b> <b>Dragonflies</b></p>		<p><b>Countries of the world</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Cultural awareness, Cultural diversity, Look at countries around the world. Key geographical features of each continent Major capital cities of the world, human and physical Features of a country. Compare England to a non European country if the world.</p>		<p><b>Volcanoes</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Environmental impact, Sustainable development, Interdependence Name and locate famous volcanoes, and the ring of fire. Find out about plate tectonics and what happens when a volcano erupts. The impact on animals, people and plants. Why do people live near volcanoes?. Case study- Hawaii- compare to England.</p>		<p><b>All around the world</b> Concepts: Place, Space, Scale Look at the significance of the Equator and northern and Southern Hemispheres. Look at lines of longitude and latitude. The Tropic of Cancer and Capricorn., Primer Meridian and time zones.</p>
<p><b>Year 5</b> <b>Owls</b></p>	<p><b>The United Kingdom</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Look at the key geographical Features of the UK, how UK is divided by counties, regions. Locate major cities of the UK. Case study- Wigan. Look at major hills, mountains, rivers and coasts of the UK,</p>		<p><b>Marvellous maps</b> Concepts: Place, Space, Scale, Human processes, Physical processes, Environmental impact, Sustainable development Atlas skills -locate a place using index. Look at Ordnance survey map symbols on a map of local area- Ince. Use 8 points of a compass and 4 and 6 fig grid references to locate places on a map. Fieldwork-Plan a route using 8 points of compass, 4 and 6 fig grid references around the local area. Look at how land use has changed around the local area-Ince compare 1890's map with 1950's map and map of today.</p>		<p><b>North America</b> Concepts: Place, Space, Scale, Human processes, Physical process, Cultural awareness, Cultural diversity Look at the North American continent. USA- regions and states. look at the western USA region- main economic activities, biomes and climate zones. Compare key settlements to NW region of England.</p>	

## Year 6 Sharks

### Natural resources and climate change

Concepts: Place, Space, Scale, Human processes, Interdependence, Environmental impact, Sustainable development

Look at settlements- what people need. Non renewable energy- power station locations in the UK. Renewable energy sources in the UK. Look at the what climate change, the causes, impact and action to reduce it.

### Trade and economics

Concepts: Place, Space, Scale, Human processes, Interdependence, Environmental impact, Sustainable development

Look at the UK's main trade partners. Imports and exports. Case study- El Salvador what UK imports from here and the main issues for people living in El Salvador. What is Fair trade? Visit- local supermarket find fair trade items locate where imported from on map. .

### Rivers

Concepts: Place, Space, Scale, Human processes, Physical processes, Environmental impact, Sustainable development

The water cycle, how rivers are formed- erosion and deposition. The journey of a river from source to mouth. Features of rivers- deltas, tributaries and meanders. Human use of rivers. River pollution. Case study- River Nile Field trip- River Douglas create sketch maps, label features and take photos of features.