

Geography LTP with skills

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Geography		Weather (ongoing)		Weather (ongoing)	Continents & Oceans	Our Locality (Overton & School) Physical & Human Features Compass Directions
	Skills to be covered		<p>Use maps and globes to locate the UK.</p> <p>Use basic geographical vocab to refer to key physical features including: season: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Identify the coldest places in the world – The North and South pole. Make predictions about where the hottest places in the world are? Children to be introduced to the equator and locate the places on the Equator which are the hottest.</p>		<p>Use maps and globes to locate the UK.</p> <p>Use basic geographical vocab to refer to key physical features including: season: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Identify the coldest places in the world – The North and South pole. Make predictions about where the hottest places in the world are? Children to be introduced to the equator and locate the places on the Equator which are the hottest.</p>		<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p>

2	Geography		<u>Maps & Capital Cities</u>		<u>Overton & Kibbubula</u> Compare and Contrast Physical & Human Features		
	Skills to be covered		<p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Directional language of near, far, left and right.</p> <p>Study pictures of a country and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p> <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map.</p> <p>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Directional language of near, far, left and right.</p> <p>Locate African country on a map.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p> <p>Use basic geographical vocab to refer to key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office and shop.</p>		

			<p>Use both maps, aerial photos and globes; identify the coldest places in the world – The North and South poles. Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p>				
3	Geography				Overton Local Study	River Nile Deserts	
	Skills to be covered				<p>Use maps, atlases and computer mapping to name and locate counties and cities of the UK. (Hampshire / Berkshire / Wiltshire)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. (Overton/Whitchurch)</p> <p><u>Use local OS maps</u> and digital/computer mapping to locate Hampshire, Overton and Whitchurch and describe many features studied and how some of these have changed over time.</p> <p>Study old maps of Overton and begin to ask questions about the site of former Mills.</p> <p>Begin to use four figure grid references, symbols and keys, including the use of ordnance survey</p>	<p>Locate places in the world where deserts occur.</p> <p>Understand and be able to communicate in different ways the seasons in deserts, life, its effects, etc.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for the importance of deserts, River Niles links</p> <p>Ask and answer questions about the effects of deserts</p> <p>Discuss how deserts affect human life e.g. settlements and spatial variation, River Nile links</p>	

					maps to build knowledge of Hampshire.		
					Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, interviewing experts, and digital technologies.		
4	Geography		<u>Antarctica</u>				<u>Rainforests</u> <u>Comparing Biomes</u>
	Skills to be covered		<p>Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn.</p> <p>Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Use and explain the term 'climate zone'. Identify the different climate zones.</p>				<p>Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Critically study photographs – do they think these were taken close to the Equator or further away.</p>

Ask questions and find out what affects the climate.

Use maps to identify different climate zones. **Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area.**

Children to **ask questions** about global warming

Discover the cause of global warming and **discuss the implications.** **Reach reasoned and informed solutions** and **discuss the consequences** for the future.

Whilst studying Antarctica, **use photographic evidence to raise questions** about the climate and living conditions there.

Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.

Select items required to survive in Antarctic conditions.

Develop informed opinions about global warming in relation to the Antarctic and **develop reasoned arguments** about our role on the planet.

Use and explain the term 'climate zone'.

Identify the different climate zones.

Use maps to identify different climate zones. **Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area.**

Understand the term 'biome'.

Use knowledge of this term to make suggestions for places in the world which may be biomes.

Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc.

Defend reasoning using knowledge of maps.

Focus on Amazon rainforest – **identify** the climate, the habitats, the plant and animal types and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources – **recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.**

Linked to Science, study photographs of Antarctic animals and **reflect** on how the animals are adapted to the conditions.
Design interesting and relevant studies that may be carried out in Antarctica.

Compare life in Antarctica with life in the UK. Chn **present their views in a variety of ways** (diary, report etc) on what they think life in Antarctica is like. Read real accounts and compare.

Discuss how the rainforest may be linked to us e.g. trade.

Locate other rainforests using Google earth and maps, identifying patterns in their location.

Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to **use prior knowledge** of the world to identify the climate they think may exist in different parts of South America.

Identify and **mark on a map** the different countries of South America.

Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to **compare and contrast** two differing regions e.g. rich/poor Brazil, hilly/icly Argentina. Using photographs, children to **make connections** between South America and the UK.

Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life.

5	Geography	Rivers			European Earthquakes & Volcanoes		
	Skills to be covered	<p>Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</p> <p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK</p> <p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement,</p>			<p>Build on prior knowledge of UK regions by using maps to locate countries of Europe. (including Russia)</p> <p>Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, volcanic areas, urban areas etc.</p> <p>Use the language of ‘north’, ‘south’, ‘east’, ‘west’ to relate countries to each other.</p> <p>Study photographs and maps of 3 different European volcanic locations. Eg. Mount Vesuvius, (Italy) Mount Etna, (Sicily) Grimsvötn, (Iceland) Cumbre Vieja (La Palma - Canary Islands)</p> <p>Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography - types of settlement and land use associated with being sited in relatively close proximity to volcanoes, economic activity including trade links and tourism and the distribution of natural</p>		

		<p>environmental change and sustainability.</p> <p>Identify trade links between UK and Europe</p> <p>Discover where food comes from.</p> <p>Discuss and debate fair trade.</p> <p>Investigate the facts and join in a reasoned discussion.</p> <p>Generate solutions and promote ethically sound trade.</p>			<p>resources – food, minerals, energy, water.</p> <p>Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? (In the context of active volcanoes)</p>		
6	Geography				<p><u>A Developing Economy – Ecuador</u></p>	<p><u>A Developed Economy – USA</u></p>	
	Skills to be covered				<p>Confidently use maps, globes and Google Earth.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to</p>	<p>Use maps, atlases, globes and digital/computer mapping to identify and locate many of the states of the USA.</p> <p>Name, locate and recognise the key physical and human features of the USA – states, major cities, lakes, rivers, mountains, deserts.</p> <p>Understand the geographical similarities and differences of different places within the USA and compare with the UK.</p> <p>Interpret images/videos/sounds to link places to locations on maps.</p> <p>Describe and understand population characteristics of different</p>	

					<p>make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p> <p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</p> <p>Understand how these features may have changed over time.</p> <p>Study maps of North, Central & South America to identify environmental regions. Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Locate all the man-made features in North & South America and relate to UK landmarks.</p> <p>Reflect on the importance and value of the tourism industry in these areas.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas, agricultural products.</p>	<p>states/settlements in the USA.</p> <p>Use evidence to study the different climates experienced across the USA.</p> <p>Identify different climatic features of Mississippi and California and discuss the impact of floods and drought.</p> <p>Describe which agricultural products come from the USA and locate which agricultural regions they are from.</p> <p>Explore how diverse the physical landscape of the USA is.</p> <p>Describe and understand how physical features such as the Grand Canyon were formed. (erosion)</p> <p>Discuss the impact physical features have on population distribution in the USA.</p> <p>Investigate physical features and processes related to climate (flood, drought) and understand the impact this has on humans eg: agricultural production.</p> <p>Understand different factors that affect farming livelihoods.</p>	
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					<p>Discover where food comes from.</p> <p>Discuss and debate fair trade.</p> <p>Investigate the facts and join in a reasoned discussion.</p> <p>Generate solutions and promote ethically sound trade.</p>	<p>Use atlases to locate key features on maps of the USA.</p> <p>Interpret maps of the Grand Canyon.</p> <p>Use census data to explore the key characteristics of the population of the USA.</p> <p>Interpret climate graphs to understand changes in climate.</p> <p>Work with local and national data to explore the distribution of farming in the USA.</p>	
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