



St Anne's Catholic Primary School Geography Coverage and Long Term Plan



Key Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A	<p>5. Where does our food come from? (Drama) (Distance/scale) (Visit to supermarket, Court Hey Park allotments etc.)</p>			<p>6. Jamaica – An Island Comparison (Non-fiction captions/ explanations) (Data, statistics and graphs) (Local area/ supermarket visit – international food isle)</p>		<p>3. Where do different animals live? (Distance/scale) (Chester Zoo/Knowsley Safari Park visit or guest speakers, Enrich animal orienteering)</p>
KS1 B	<p>1. What's it like where we live? (Descriptions and Captions, composing lyrics) (Data, statistics & graphs, chronological order) (Local area walk/ Enrich orienteering)</p>	<p>4. What are seasons? (Poetry) (Data & graphs) (School grounds study)</p>				<p>2. What will we see on our journey around the world? (Descriptive writing) (Time) (Visitor who has moved to Huyton e.g. Father Anton)</p>
LKS2 A	<p>1. Where on Earth are we? (Recount, instructions) (Scale, directions & compass points, 3D shape, angles, time) (Sun position study/ Enrich Orienteering)</p>		<p>2. Is climate cool? (Information writing, script, presentation) (Measure – distance & temperatures) (Ten Acre pits with park ranger to discuss local flora and fauna)</p>	<p>6. Can the Earth shake, rattle and roll? (Reading fiction, Myths & Legends) (Measure temperature & scale, +ve & -ve numbers, large numbers) (School grounds rock study)</p>		
LKS2 B			<p>4. Can you come on a great American road trip? (Poetry/lyrics) (Use a map to complete a local area walk/ Enrich orienteering & compass work)</p>	<p>5. How does water go round and round? (Reading stories & poetry) (Time & measure) (River Mersey visit/ U. Utilities speaker)</p>		<p>3. Do you like to be beside the seaside? (Descriptive language, persuasive writing) (Trip to Southport/Crosby/ Formby)</p>

<p>UKS2</p> <p>A</p>			<p>2. The Alps (Discussion text, non-chronological report) (Liverpool Tourism speaker)</p>		<p>4. Where does all our stuff come from? (Leaflet, script, adventure story) (Data & graphs, calculations) (Supermarket trip/ Enrich orienteering)</p>	<p>1. How is our country changing? (Presentation, magazine article) (Local area study/ Enrich orienteering)</p>
<p>UKS2</p> <p>B</p>		<p>3. What is it like in the Amazon? (Poetry, research skills, note taking, chronological reports) (Directions & compass points, distance) (Court Hey Park visit – protected grounds)</p>	<p>5. Are we damaging our world? (Script, information, formal letter, persuasive writing, reports) (Recycling Centre visit)</p>			<p>6. How will our world look in the future? (Questionnaires, report, adverts, diary entry, persuasive, annotations) (Graphs) (Local community study)</p>

Key Stage 1 Geography Coverage

Route A Geography Coverage:

Unit	National Curriculum Objective
Where does our food come from?	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe the location of features and routes on a map • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Jamaica – An Island Comparison (Formerly: What are the seven wonders of our world?)	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the seven continents and oceans • Use world maps, atlases and globes • Understand geographical similarities and differences when studying both human and physical geography • Identify the locations of hot and cold areas around the world • Use basic vocabulary to refer to physical and human features • Develop knowledge about the world.
Where do different animals live?	<ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Use world maps, atlases and globes to identify countries, continents and oceans • Use simple fieldwork and observational skills.

Route B Geography Coverage:

What’s it like where we live?	<ul style="list-style-type: none"> • Develop knowledge about the locality • Use simple fieldwork and observational skills in the school, its grounds and surroundings • Know the differences between a map, plan and aerial photograph • Recognise landmarks and basic human and physical features • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • Use basic geographical vocabulary • Devise a simple map; and use and construct basic symbols in a key.
What are seasons?	<ul style="list-style-type: none"> • Develop locational and place knowledge about their locality, and the UK as a whole • Understand basic subject-specific vocabulary relating to physical geography • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness • Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world • Use simple fieldwork and observational skills in their school, its grounds and surroundings • Use and construct basic symbols in a key.

<p>What will we see on our journey around the world?</p>	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Learn about the human and physical geography of a small area in (several) non-European countries Read images, maps, atlases and globes Ask and answer questions Use basic geographical vocabulary.
<p><u>Lower Key Stage 2 Geography Coverage</u></p>	
<p>Route A Geography Coverage:</p>	
<p>Where on Earth are we?</p>	<ul style="list-style-type: none"> Improve their locational knowledge through identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied Use the eight points of the compass and four and six figure grid references to build their knowledge of the wider world.
<p>Is climate cool?</p>	<ul style="list-style-type: none"> Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them Describe and give examples of the variety of biomes and vegetation belts Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.
<p>Can the Earth shake, rattle and roll?</p>	<ul style="list-style-type: none"> Describe and understand the key aspects of volcanoes and earthquakes Understand that the distribution of earthquakes and volcanoes follows a pattern Learn about the 'Pacific Ring of Fire'.
<p>Route B Geography Coverage:</p>	
<p>Can you come on a great American road trip?</p>	<ul style="list-style-type: none"> Enhance their locational and place knowledge Locate the world's countries, using maps to focus on North and South America Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through the study of a region in North and South America Use maps, atlases, globes and digital/computer mapping Use the eight points of the compass and four and six figure grid references to build their knowledge of the wider world.
<p>How does water go round and round?</p>	<ul style="list-style-type: none"> Name and locate (some of) the UK's most significant rivers and mountain environments Describe features of a river and a mountain environment in the UK Learn how rivers and mountains are formed Understand where rivers and mountains fit into the water cycle.
<p>Do you like to be beside the seaside?</p>	<ul style="list-style-type: none"> Extend their knowledge and understanding beyond the local area to include the United Kingdom Name and locate (some) counties and cities of the United Kingdom

	<ul style="list-style-type: none"> • Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time • Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England) and a region in a European country (Costa Blanca, Spain) • Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc.
<p><u>Upper Key Stage 2 Geography Coverage</u></p>	
<p>Route A Geography Coverage:</p>	
<p>The Alps (Formerly: Where should we go on holiday?)</p>	<ul style="list-style-type: none"> • Use maps to focus on countries, cities and regions in Europe including Russia • Be taught to understand a region of another European country • Be taught to understand some of the physical and human processes that shape a region • Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human and physical features.
<p>Where does all our stuff come from?</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<p>How is our country changing?</p>	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of aspects have changed over time • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>Route B Geography Coverage:</p>	
<p>What is it like in the Amazon?</p>	<ul style="list-style-type: none"> • Extend their knowledge and understanding beyond their local area to include South America • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • Locate the world's countries (including those in South America) using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

<p>Are we damaging our world?</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of the distribution of natural resources including energy, minerals and water • Use maps, atlases and globes to locate countries and describe features studied • Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>How will our world look in the future?</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> –physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle –human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water • Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United Kingdom • Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.