**Bearpark Primary School: Geography Long Term Plan 2023/4: Cycle A**

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Nursery/Reception** | **Early years outcomes for Geography are taken from the following areas of learning:** **Understanding the World:** People and Communities and The World – See EYFS Curriculum for coverage |
| **2J****Cycle A** | **Key question: Where are we in the world?** Me and my locality**NC:** Locational knowledge, human and physical geography**Focus**: Simple world maps and features**Key learning**: compare and contrast, geographical vocabulary to describe key human and physical features**Geography skills and fieldwork:** aerial photographs, planning perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key | **Key question:** Home and Away: Our School Area. The United Kingdom**NC:** Locational knowledge, human & physical geography**Focus**: Journeys**Key learning**:field work, photograph use, fieldwork and observational skills**Geographical skills and fieldwork**: using maps, atlases, globes, observational skills | **Key question:** Home and Away: Kenya **NC:** Place knowledge**Focus**: Contrast area of UK with area of non-European country**Key learning**: compare & contrast, geographical vocabulary to describe key human and physical geography, use of maps**Place knowledge:** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |
| **3H****Cycle A** | **Key question:** River into Sea: What happens when the Land meets the Sea?**NC:** physical geography / fieldwork**Focus:** Understand how land changes as we move closer to the coast**Key learning:** fieldwork case study focussing on the River Browney | **Key question:** Rainforests: why are they so important?**NC:** Methods of erosion e.g. weather, ice, coastal, human**Focus:** How physical and human process shape the landscape**Key learning:** fieldwork either river or coastal study. | **Key question:** Journey beyond Bearpark: What can we discover about Europe? Volcanoes in Italy**NC:** Place knowledge / physical geography**Focus:** Understand how volcanoes are formed**Key learning:** region in Europe, physical and human characteristics, tectonics |
| **4D****Cycle A** |  | **Key question:** Brazil to Bearpark: Destination Sao Paolo. South America**NC:** Key human & physical geography characteristics of S America, world countries and cities.**Focus**: Compare a region of S America and the UK.**Key learning:** knowledge of effects of settlement. | **Key question:** The Tokyo Olympics: Fantastic JourneysCompare Durham Cologne Manaus**NC:** physical geography / locational geography**Focus:** Interaction of climate with landscape and development**Key learning:** key countries and features of the world. Regions, tropics, hemispheres, time zones (longitude / latitude). |

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| ***2J******Cycle B*** | **Key question:** Me and my home. **NC:** simple locational knowledge – begin to use geographical skills, including first hand observation, to enhance their locational awareness**Focus**: people & places - school and homes, daily & seasonal weather**Key learning**: fieldwork and observational skills | **Key question:** People and Places **NC:** location knowledge, human & physical geography, daily & seasonal weather**Focus**: moving beyond school to homes, village,**Key learning**: basic maps, use and labelling of photographs, geographical language**Human and physical Geography:** seasonal/weather patterns | **Key question:** The River Browney**NC:** locational knowledge, human & physical geography**Focus**: me and my UK – UK countries, capitals and seas**Key learning**: map skills, photograph use, basic atlas introduction**Geography skills**: use world maps, atlases and globes to identify the United Kingdom and its countries |