

# Folly View and The Elms Primary Schools

Long Term Plan 2024-25

**SUBJECT: GEOGRAPHY**



**Vision:** For children to understand diverse places, people, resources and natural and human environments, and develop a deep understanding of the Earth's key physical processes.

Pre-School	Who am I? The children recognise themselves and the people around them.	What happens around me? The children make observations about their immediate environment.	Where would you like to go? The children begin to learn about the wider world and the people in it.
	<ul style="list-style-type: none"> <li>Who are the people around me?</li> <li>What are their roles?</li> <li>What different occupations are there?</li> <li>What journeys do I make?</li> </ul>	<ul style="list-style-type: none"> <li>What are the school grounds like?</li> <li>What changes happen during different seasons?</li> <li>What changes happen between day and night?</li> </ul>	<ul style="list-style-type: none"> <li>What country do I live in?</li> <li>What is life like in England?</li> <li>What is different between life in England and life in other countries?</li> </ul>
<b>Key Vocabulary</b>	jobs, friends, family, school, travel	playground, field, building, day, night, Spring, Summer, Autumn, Winter	England, hot, cold, trees, fields, countryside
<b>SMSC Links</b>	<ul style="list-style-type: none"> <li>(C) encourage respect for other people</li> <li>(M) encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</li> <li>(So) enable students to acquire a broad general knowledge of and respect for public institutions and services in England</li> </ul>	(Sp) being grateful for the environment around us.	<ul style="list-style-type: none"> <li>(C) further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</li> <li>(So/M) encourage respect for other people</li> </ul>
<b>Cross Curricular and Additional Opportunities</b>	<p><b>Texts:</b> Who are you? Smriti Halls We all belong- Nathalie Goss ABC- what can she be? Clothesline Clues to Jobs People Do- Kathryn Heling</p> <p><b>Cultural Capital:</b> Invite people from different professions in? Come in dresses as a job?</p>	<p><b>Texts:</b> Tree: - Patricia Hegarty A Stroll through the seasons- Kay Barnham Night Monkey/Day Monkey- Julia Dolandson Owl Babies- Martin Waddell</p> <p><b>Cultural Capital:</b> Autumn walks</p>	<p><b>Texts:</b> My world, your world- Melanie Walsh Children of the world- Tessa Strickland Good Night England- Adam Gamble</p> <p><b>Cultural Capital:</b> Food tasting, dancing and experiences for places around the world.</p>


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<p><b>Reception</b></p>	<p><u>Where do I belong?</u>  <b>The children recognise their place as a member of their family, their school and their local community.</b></p> <ul style="list-style-type: none"> <li>How are the school grounds different to other environments?</li> <li>What are the lives of other people like e.g. my family, my school friends and my community?</li> </ul> 	<p><u>What happens in our world?</u>  <b>The children learn about the wider world and recognise similarities and differences between this country and others.</b></p> <ul style="list-style-type: none"> <li>What is similar and what is different about life in England and life in other countries?</li> <li>Why do things change in different seasons?</li> <li>What is a globe?</li> <li>How can I find information using stories, non-fiction texts and maps?</li> </ul> <p><b>DM-</b> Understand the effect of changing seasons on the natural world around them.  <b>DM</b> Recognise some environments that are different to the one in which they live.  <b>DM</b> Recognise some similarities and differences between life in this country and life in other countries.  <b>ELG</b> Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from texts and maps.  <b>ELG-</b> Understand some important processes and changes in the natural world around them, including the seasons.  <b>ELG-</b> Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read.</p>	<p><u>Where is special to me?</u>  <b>The children identify features of where they live.</b></p> <ul style="list-style-type: none"> <li>How can I use language to describe position?</li> <li>How can I compare positions of items of places?</li> </ul> <p><b>DM-</b> Draw information from a simple map.  <b>DM-</b> Understand that some places are special to people in their community  <b>ELG-</b> Explore the natural world around them, making observations and drawing pictures of plants and animals.  <b>ELG</b> Describe what they see, hear and feel whilst outside.</p>
<p><b>Key Vocabulary</b></p>	<p>Home, place, quiet, busy, calm, noisy, similar, different</p>	<p>Old, new, past, present, globe, weather</p>	<p>Move, direction, route, forwards, backwards, behind, next to</p>
<p><b>Links to Previous Knowledge</b></p>	<p>Builds on previous experience from pre-school if children attended.</p>	<p>Builds on previous experience from pre-school if children attended.</p>	<p>Builds on previous experience from pre-school if children attended.</p>
<p><b>Cross Curricular and Additional Opportunities</b></p>	<p><b>Texts:</b>                  Kitsy Bitsy's Noisy Neighbours- Polly Faber                  My family, your family- Laura Henry-Allain</p> <p><b>Cultural Capital:</b>                  Pictures of families</p>	<p><b>Texts:</b>                  Paddington's London Treasury- Michael Bond                  The Big Book of the UK- Imogen Russell Williams</p> <p><b>Cultural Capital:</b>                  Seasonal activities</p>	<p><b>Texts:</b>                  Martha Maps it Out! Leigh Hodgkinson                  Me on the Map- Joan Sweeney</p> <p><b>Cultural Capital:</b>                  Maps of the school- where are we?</p>
<p><b>SMSC Links</b></p>	<ul style="list-style-type: none"> <li>(C) encourage respect for other people</li> <li>(M) encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</li> <li>(M) an understanding of the importance of identifying and combatting discrimination</li> </ul>	<ul style="list-style-type: none"> <li>(C) Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</li> <li>(M) an understanding of the importance of identifying and combatting discrimination</li> </ul>	<ul style="list-style-type: none"> <li>(M/So) encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</li> </ul>





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<p><b>Year 1</b></p>  	<p><u>What makes Faringdon a community?</u>  <b>The children know the human features of our town and what you need to make a community.</b></p> <ul style="list-style-type: none"> <li>• <u>What are human and physical features?</u></li> <li>• <u>What does a community need- how is our school and Faringdon a community?</u></li> <li>• <u>What human features are around Faringdon?</u></li> <li>• <u>Where are some human features in Faringdon?</u></li> <li>• <u>What places are our favourite in Faringdon?</u> Data- collection- possible walk- shop count etc.</li> <li>• <u>What makes Faringdon a community?</u></li> </ul>	<p><u>What makes a place unique?</u>  <b>The children identify and compare characteristics of the four capital cities of the UK to the countryside.</b></p> <ul style="list-style-type: none"> <li>• <u>Where is Faringdon?</u> Locate in UK.</li> <li>• <u>What is life like in Faringdon?</u></li> <li>• <u>What countries make up the UK?</u> Seas included</li> <li>• <u>What is life like in a city?</u></li> <li>• <u>What is life like in London?</u></li> <li>• <u>How are the four countries of the United Kingdom unique?</u></li> </ul>	<p><u>How is the seaside special?</u>  <b>The children understand geographical similarities and differences of two different areas of the UK.</b></p> <ul style="list-style-type: none"> <li>• <u>Where is the feature?</u> Faringdon or Weston Super Mare</li> <li>• <u>Where is the closest seaside?</u> How would you get there? Mapwork</li> <li>• <u>What are the features of WSM?</u></li> <li>• Trip- walk/data collection- field sketches</li> <li>• Data analysis- <u>How is Faringdon different to WSM?</u></li> <li>• <u>Where would you rather live?</u></li> </ul>  
<p><b>Key Vocabulary</b></p> <p><b>Links to Previous Knowledge</b></p>	<p>Town, village, farm, house, office, shop</p> <p>EYFS- our school and belonging</p>	<p>Hills, mountains, sea, river, city, town, village, factory</p> <p>Year 1- Faringdon and our community</p> <p>EYFS- Similarities and differences between like in the UK and elsewhere</p>	<p>Beach, coast, cliff, sea, river, port, harbour, Near, far, left and right</p> <p>Year 1- Names of seas and countries UK</p> <p>Year 1- Human and Physical features</p>
<p><b>Cross Curricular and Additional Opportunities</b></p>	<p>Maths- data collection- pictograms</p> <p><b>Texts:</b>                  In every house, in every street- Jess Hitchman                  The Curious Garden, by Peter Brown                  Dear Street by Lindsay Zier-Vogel</p> <p><b>Cultural Capital:</b> Walking tour of Faringdon</p>	<p><b>Texts:</b>                  The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom                  The National Archives: The Buildings That Made London                  A Walk in London- Salvatore Rubbino</p> <p><b>Cultural Capital:</b>                  Experience activities for different parts of the UK- food tasting, language, clothing, flags.</p>	<p>Maths- data collection- comparing data sets</p> <p><b>Texts:</b>                  The Sea Saw- Tom Percival                  Clean Up- Nathan Byron</p> <p><b>Cultural Capital:</b>                  Lesson 4: Opportunity to visit the seaside.</p>
<p><b>SMSC Links</b></p>	<p>Additional- school to home route- what human features?                  Spiritual: sense of wonder and fascination with the physical and human world.                  Moral: How the development of human environments impact the physical world.</p>	<p>Moral: How the development of human environments impact the physical world.</p>	<p>Spiritual: Understanding that all life is linked together.                  Moral: How the development of human environments impact the physical world.</p>
<p><b>Key People</b></p>	<p>Isambard Kingdom Brunel- impact of the railway</p>		

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<p><b>Year 2</b></p>	<p><u>What shapes life in Faringdon?</u>  <b>Children learn about the physical features and landscapes of Oxfordshire including the Ridgeway and The Thames.</b></p> <ul style="list-style-type: none"> <li>• <u>What are physical geographical features?</u> Revisit human and physical with focus on physical</li> <li>• <u>Where is Oxfordshire in the UK?</u>- Label maps of local counties, Thames etc.</li> <li>• <u>What does Faringdon look like?</u> Map work- aerial photography, compare map styles- OS maps.</li> <li>• Trip up Folly to spot physical features of landscape- field sketches</li> <li>• <u>What are the physical features around Faringdon?</u> Draw own map with simple key.</li> <li>• <u>Which matters more, human or physical features?</u> Extended writing opportunity.</li> </ul>	<p><u>How hot is our Earth? 2025/26 onwards</u>  <b>Children learn about the location of the hot and cold regions of the Earth. Children know the difference between climate and weather.</b></p> <ul style="list-style-type: none"> <li>• <u>What is the weather like in Faringdon?</u>- recall from Year 1 science.</li> <li>• <u>What is the difference between climate and weather?</u></li> <li>• <u>Is the climate the same everywhere?</u> Climate zones- north/south pole and equator- globes</li> <li>• <u>How do we know the climate is different?</u> Temperature- reading thermometers and comparing climate zones.</li> <li>• <u>Why do animals choose their home?</u> Predicting the home of animals around the world map</li> <li>• <u>Which climate zone would you choose to live in and why?</u></li> </ul> <p><b>2024/25 ONLY</b>  <u>How is the seaside special?</u>  <b>The children understand geographical similarities and differences of two different areas of the UK.</b></p> <ul style="list-style-type: none"> <li>• <u>Where is the feature?</u> Faringdon or Weston Super Mare</li> <li>• <u>Where is the closest seaside?</u> How would you get there? Mapwork</li> <li>• <u>What are the features of WSM?</u></li> <li>• Trip- walk/data collection- field sketches</li> <li>• Data analysis- <u>How is Faringdon different to WSM?</u></li> <li>• <u>Where would you rather live?</u></li> </ul>	<p><u>How does Faringdon compare to a place in India? (Kerala)</u>  <b>Children broaden their global knowledge by naming and locating the seven continents and five oceans. They are able to Understand similarities and differences of human and physical geography in UK and non-European country.</b></p> <ul style="list-style-type: none"> <li>• <u>Where are the continents and oceans on a map of the world?</u> (N/S/E/W)</li> <li>• <u>Where is India?</u> Map to compare with England. Key information eg. flags, capital cities.</li> <li>• <u>What are the human and physical features of India?</u></li> <li>• <u>What is it like living in India?</u> Experience opportunity.</li> <li>• <u>How is life in India different to the UK?</u></li> <li>• Assessment opportunity- <u>How is the world different?</u> Link to learning from last two years- poster, fact page- children's choice.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather          Year 1- human geography, where is Faringdon.</p>	<p>Equator, North and South Poles, climate, weather, temperature, vegetation, season, weather          Year 1- Weather in our area (science)</p>	<p>North, south, east, west,          Year 1 and 2- human and physical features          Year 2- Climate/ temperature changes</p>
<p><b>Cross Curricular and Additional Opportunities</b></p>	<p><b>Texts:</b>          The Hike- Alison Farrell</p> <p><b>Cultural Capital:</b>          Visit to the folly- look at the physical and human features around Faringdon.</p>	<p>Maths- reading scales on thermometers          Science- weather and seasons, adaptation</p> <p><b>Texts:</b>          The journey home- Frann Preston-Gannon</p> <p><b>Cultural Capital:</b>          Explorer dome, The Environment show  <a href="https://www.explorerdome.co.uk/show_environment.html">https://www.explorerdome.co.uk/show_environment.html</a></p>	<p><b>Texts:</b>          Here we are- Oliver Jeffers          Emma Jane's Aeroplane- Katie Haworth</p> <p><b>Cultural Capital:</b>          Food tasting, music, dance and language learning</p>
<p><b>SMSC Links</b></p>	<p>(So) understanding of how communities are built around the physical environment          (M) how humans impact the physical environment to build communities.</p>	<ul style="list-style-type: none"> <li>• (M) different approaches taken by countries to tackle a warming climate.</li> <li>• (Sp) how small changes in climate can have far reaching consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• (C) introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community</li> </ul>

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<p><b>Year 3</b></p>	<p><u>How has the Ridgeway helped form our landscape?</u> <b>Children explore the physical and human features of the landscape around us in Faringdon.</b></p> <ul style="list-style-type: none"> <li>• <u>Where in the UK are we?</u> Locate the counties and cities of the UK.</li> <li>• <u>Where is the Ridgeway?</u> Focus on the physical features of Oxfordshire and it's surrounding counties- how are they joined by the Ridgeway?</li> <li>• A visit to Uffington Castle and Whitehorse hill- fieldwork skills- sketch maps.</li> <li>• <u>What is the Ridgeway?</u> What does it feel like to be on the Ridgeway, descriptive writing</li> <li>• <u>Travellers, herdsman, soldiers- why travel this way?</u></li> <li>• <u>Do these trading routes still matter?</u> What is the future of trade?</li> </ul>	<p><u>Why do rivers matter?</u> <b>Children study the physical features of a river and it's processes. Using this knowledge, the children learn how humans use rivers and how they have historically and still play a crucial role in settlement location.</b></p> <ul style="list-style-type: none"> <li>• <u>What is the water cycle?</u></li> <li>• <u>What is a river's journey?</u> From source to mouth.</li> <li>• <u>What happens along the river's journey?</u> (Processes of erosion, transportation and deposition to create ox-bow lakes and deltas)</li> <li>• <u>Where are major rivers around the world?</u></li> <li>• <u>How do humans use rivers?</u> (Leisure, food, energy, transport, farming, drinking)</li> <li>• <u>How have rivers impacted the location of settlements?</u> A look at the location ports and river cities across the UK.</li> <li>• <u>What impact do humans have on a river?</u></li> <li>• Field trip to Coleshill (river studies and fieldwork)</li> <li>• Follow up lesson from Coleshill-</li> <li>• <u>How did the Thames influence our area?</u> Why are settlements in their location?</li> <li>• Thames vs The Nile- Fact page- key facts, length, cities, countries, uses, history, future. (1 lesson research, 1 lesson presenting information)</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Hill, trade, ridge, protection, travel, town, community, village.</p>	<p>Erosion, deposition, transportation, tributary, confluence, meander, oxbow, estuary, mouth source, global warming, thematic map, delta.</p>
<p><b>Links to Previous Knowledge</b></p>	<p>Year 2- Physical geography linked to Oxfordshire. Year 1- Human geography linked to Faringdon Year 3- Iron age to stone age</p>	<p>Year 3- Egyptians use of the Nile Year 2- Physical geography linked to Oxfordshire. Year 1- Human geography linked to Faringdon</p>
<p><b>Cross Curricular and Additional Opportunities</b></p>	<p>Descriptive writing, recounts- letter and diary writing.</p> <p><b>Texts:</b> The Wild Way Home, Sophie Kirtley</p> <p><b>Cultural Capital:</b> Visit to the Ridgeway. <a href="https://www.nationaltrail.co.uk/en_GB/trails/the-ridgeway/">https://www.nationaltrail.co.uk/en_GB/trails/the-ridgeway/</a></p>	<p>Non-Chronological report- Thames vs Nile Maths- fieldwork Science- water cycle</p> <p><b>Texts:</b> Song of the Dolphin Boy, Elizabeth Laird The river Singers- Tom Moorhouse Song of the River- Joy Cowley (Picture book) Once upon a raindrop- the story of water. (Non-fiction)</p> <p><b>Cultural Capital:</b> Visit Coleshill- <a href="https://www.nationaltrust.org.uk/visit/oxfordshire-buckinghamshire-berkshire/buscot-and-coleshill-estates/school-visits-at-the-buscot-and-coleshill-estates">https://www.nationaltrust.org.uk/visit/oxfordshire-buckinghamshire-berkshire/buscot-and-coleshill-estates/school-visits-at-the-buscot-and-coleshill-estates</a></p>
<p><b>SMSC Links</b></p>	<ul style="list-style-type: none"> <li>• (So/Sp) How has our place evolved as society has changed?</li> <li>• (M) Should places from the past be protected?</li> <li>• (M) Should humans be allowed to change the environment to suit them?</li> </ul>	<ul style="list-style-type: none"> <li>• (C) How does culture impact the way people care for the environment?</li> <li>• (M) Do we have a duty to look after our rivers?</li> <li>• (C/So) How do rivers connect people?</li> </ul>
<p><b>Key People</b></p>		

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<p><b>Year 4</b></p>	<p><u>Our Moving Earth- Where would you rather live?</u>  <b>Children learn about the geological processes that cause Volcanoes and Earthquakes. They undertake a study of how humans can monitor these physical processes, as well as how humans are impacted by these physical phenomena.</b></p> <ul style="list-style-type: none"> <li>• <u>How is our Earth made?</u></li> <li>• <u>What causes our Earth to move?</u></li> <li>• <u>What is a volcano and what are its features?</u></li> <li>• <u>Where are the world's volcanoes?</u></li> <li>• <u>What happens during an eruption?</u></li> <li>• <u>What are the effects of an eruption?</u> (focus on Pompeii)</li> <li>• <u>Why do people live near volcanoes?</u></li> <li>• <u>What causes Earthquakes?</u></li> <li>• <u>What are the features of an Earthquake?</u></li> <li>• <u>Where have major earthquakes occurred?</u> (Using longitude and latitude)</li> <li>• <u>How do Earthquakes impact humans?</u></li> <li>• <u>Where would you rather live, near an Earthquake or a Volcano?</u></li> </ul>	<p><u>Is our twinned town, a world away from ours?</u>  <b>Children learn about a location in Europe and compare this to their life in Faringdon. They will understand the similarities and differences between the physical and human features of region of Europe.</b></p> <ul style="list-style-type: none"> <li>• <u>Where is Europe?</u> Map skills lesson locating key human and physical features of Europe- mountains, oceans, rivers, cities, countries.</li> <li>• <u>Where in Europe is France and what is it like?</u></li> <li>• <u>Why have a twinned town?</u> Focus on the twinned town of Le Mele-sur-Sathe, Normandy, France. What are its geographical features?</li> <li>• <u>Is the climate the same as ours?</u></li> <li>• <u>How does the economy compare to Faringdon?</u></li> <li>• <u>Is our twinned town a world away from ours?</u> Children answer the question using the evidence they have gained this topic. Double bubble.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Plate tectonics, volcanoes, eruption, magma, mantle, crust, lava, pumice, pyroclastic flow, measure, earthquake, seismologist, epicentre, shockwaves, tsunami, landslides, core.</p>	<p>Countryside, agriculture, land use, location,</p>
<p><b>Links to Previous Knowledge</b></p>	<p>Science- rocks and soils (Yr3)</p>	<p>Year 1- The UK, Human Geography of Faringdon                  Year 2- Physical Geography of Oxfordshire</p>
<p><b>Cross Curricular and Additional Opportunities</b></p>	<p>Non- chronological report                  Letter and diary writing                  Recount- newspaper report                  DT- structures  <b>Cultural Capital:</b>                  Explorer Dome- <a href="https://www.explorerdome.co.uk/show_environment.html">https://www.explorerdome.co.uk/show_environment.html</a> The Earth Show</p> <p><b>Texts:</b>                  Escape From Pompeii, Christina Balit</p>	<p>Advertising leaflet for the twinned town.                  Q&amp;A session with a member of the twinning society                  Pen pals from the French school?                  Maths- climate/weather comparisons</p> <p><b>Cultural Capital:</b>                  French food tasting                  Interview a member of the twinning association.  <a href="http://www.faringdontwinning.org.uk/">http://www.faringdontwinning.org.uk/</a></p>
<p><b>SMSC Links</b></p>	<ul style="list-style-type: none"> <li>• (So) Understand the reasons for people choosing to live in certain areas</li> <li>• (Sp) How does a belief help to support in times of need.</li> </ul>	<ul style="list-style-type: none"> <li>• (C) Understand how cultures are different.</li> <li>• (So) Consider how we build relationships over distance.</li> <li>•</li> </ul>
<p><b>Key People</b></p>		

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<p><b>Year 5</b></p>	<p><u>What caused the demise of the Ancient Maya Civilisation?</u>  <b>Children learn about how human and physical geographic events caused the demise of the Ancient Maya Civilisation. Children 'bookend' their history unit with this Geography topic.</b></p> <ul style="list-style-type: none"> <li>• <u>Where is south America?</u> Map work lesson of the countries of North and South America. Label key cities, oceans, seas and physical features.</li> <li>• <u>Where were the Maya from?</u> Focused study the location of Mexico, its latitude, climate, physical geography, major cities.</li> <li>• <u>How has Mexico changed?</u> Mayan times to today- comparative map study.</li> </ul> <p><b>TEACH HISTORY UNIT</b> Referring to Geographical skills when needed.</p> <ul style="list-style-type: none"> <li>• <u>What caused the demise of the Maya?</u></li> <li>• <u>Which event caused the largest impact on the Maya?</u> Diamond nine</li> <li>• <u>How could these impacts have been reduced?</u></li> <li>• <u>Where are the Maya today?</u> (Short lesson)</li> </ul>	<p><u>Is anywhere unconquerable?</u>  <b>Children learn about how exploration has changed over time and how humans have challenged themselves with reaching new heights with a focus on mountain exploration.</b></p> <ul style="list-style-type: none"> <li>• <u>Where do mountains form and how are they classified?</u></li> <li>• <u>Where are the key mountain ranges of the earth?</u> Use globes and GIS to map mountain ranges, countries and key cities with a connection to mountains.</li> <li>• <u>How to harness the mountain?</u> Minerals and energy production focus.</li> <li>• <u>What drives humans to explore new heights?</u> Focus on Hillary's expedition to Everest</li> <li>• <u>Who are today's record breakers?</u> Are new heights important and achievable?</li> <li>• <u>What is our new Everest?</u> The future of exploration.</li> </ul>	<p><u>Geographical Enquiry- Invaders or Settlers- Why Move?</u>  <b>Children begin to consolidate their geographical and historical knowledge to consider what causes migration and how the migration of humans has changed the earth we live on today?</b></p> <ul style="list-style-type: none"> <li>• <u>What do people need from a settlement?</u></li> <li>• <u>Why do people move?</u></li> <li>• <u>Invader or settler: what terminology do we use?</u></li> <li>• <u>Should we encourage migration?</u></li> <li>• <u>What happens to refugees?</u></li> <li>• <u>What does the future of migration look like? How can we help?</u></li> </ul> <p><b>*Care should be taken around children's context and lived experiences with this topic.</b></p>
<p><b>Key Vocabulary</b></p>	<p>Farming, over population, drought, disease, famine,</p>	<p>Altitude, plateau, valley, descend, landslide, expedition, outcrop, alpine, summit, mountain range, erosion.</p>	<p>Migration, immigration, invader, settler, evacuee, refugee, economic migrant</p>
<p><b>Links to Previous Knowledge</b></p>	<p>Ancient civilisation links in History          Changes over time- The Ridgeway (Yr3)          Developing global map work skills</p>	<p>Year 2- Physical geography          Year 3- Rivers- why do people explore?          Year 4- Plate tectonics</p>	<p>Year 3- Rivers          Year 5- The fall of the Maya          KS2- changes in civilisation</p>
<p><b>Cross Curricular and Additional Opportunities</b></p>	<p>Non chronological report- What caused the demise of the Maya?          History skills- timeline of events          Oracy- debate.</p> <p><b>Cultural Capital:</b>          During the history unit- Cadbury World  <a href="https://www.cadburyworld.co.uk/schools-and-groups/schools/keystage-1-2-primary/mayans/">https://www.cadburyworld.co.uk/schools-and-groups/schools/keystage-1-2-primary/mayans/</a></p> <p><b>Texts:</b> Rain player, David Wisniewski</p>	<p>Recount- newspaper reports          Biography          Diary writing- memoirs, log books.          Maths- comparative data around mountain heights/global distribution.</p> <p><b>Texts:</b>          Incredible Journeys- Levison Wood          Polar Bear's Explorers Club, Alex Bell          Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay, Alexandra Stewart &amp; Joe Todd Stanton (non-fiction)</p>	<p><b>Possibly great planning on Literacy Tree- Year 5 Migration and Movement. Letter writing, diaries, narrative.</b></p> <p><b>Texts:</b> Boy Everywhere, A.M Dassu          The Journey, Francesca Sanna          The Island, Armin Greder          The Arrival- Shaun Tan          On the Move- Michael Rosen (Poetry)          Windrush Child, Benjamin Zephaniah</p>
<p><b>SMSC Links</b></p>	<ul style="list-style-type: none"> <li>• (M) What physical and human features causes civilizations to decline?</li> <li>• (So) How can man impact the society they create?</li> <li>• (C/M) What happens when two cultures collide?</li> </ul>	<ul style="list-style-type: none"> <li>• (M) Should man be able to conquer anything?</li> <li>• (Sp) Who receives recognition for success?</li> <li>• (C) How does culture impact importance? Is this changing?</li> <li>• (Sp) How do beliefs drive desires?</li> </ul>	<ul style="list-style-type: none"> <li>• (So/M) How can we help people in need?</li> <li>• (Sp) What do we have to be thankful for?</li> <li>• (C/So) What do all people have in common?</li> <li>• (M) Issues of poverty and the moral dilemma of importing food and the consequences of it on global warming</li> </ul>
<p><b>Key People</b></p>	<p>Jacinto Canek          Tecun Uma</p>	<p>Tenzing Norgay          Edmund Hillary</p>	<p>Malala Yousafzai</p>

# Folly View and The Elms Primary Schools

Long Term Plan 2024-25

**SUBJECT: GEOGRAPHY**



**Vision:** For children to understand diverse places, people, resources and natural and human environments, and develop a deep understanding of the Earth's key physical processes.

<p><b>Year 6</b></p>	<p><u>How does climate and vegetation make different parts of our world unique?</u>  <b>The children learn about the different biological regions of the Earth- focusing on the biomes and vegetation belts on our planet.</b></p> <ul style="list-style-type: none"> <li>• <u>What is a biome and how are they different?</u></li> <li>• <u>Where are the biomes around the world- how do they link to the lines of latitude and longitude?</u></li> <li>• <u>How have the biome's changed over time?</u></li> <li>• <u>How are humans impacting the biomes of the Earth?</u></li> <li>• 2 lessons- Environmental Eagles- as a group become experts on a biome- know its features, the impact of man and how humans can help protect it. Be prepared to present to an audience.</li> </ul>	<p><u>How can we create a sustainable future?</u>  <b>The children learn about the impact of humans on our earth linked to population, food production, mineral use and energy production. Children understand how we can improve our future by making changes in the present.</b></p> <ul style="list-style-type: none"> <li>• <u>How has our world changed?</u> Focus on energy, population, food production</li> <li>• <u>What impact have humans had on our world?</u> Comparative Study</li> <li>• <u>How has energy production changed?</u> (Graph and presentations)</li> <li>• <u>How have humans impacted our world?</u> - flooding, drought, famine.</li> <li>• <u>What does the future look like?</u></li> <li>• <u>How can we improve our Earth's future?</u> (People and projects)</li> </ul>	<p><u>Geographical Enquiry- Human vs Physical- Who really holds the power?</u>  <b>Children link all their prior learning together to present the case for 'Who holds the power?' The earth or the people who inhabit it.</b></p> <ul style="list-style-type: none"> <li>• Set the question and children use their learning over the last 7 years to build their arguments. They may create poster, a balanced argument, a video. They may survey people of different ages and present the data in a suitable way. Children must consider their audience, introduce the question, collect their evidence and deliver their conclusion supported by evidence.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Distribution, distribution map, natural resources, biomes/vegetation belts, tundra, coniferous, deciduous, climate zones, weather patterns, longitude, latitude.</p>	<p>Population, production, sustainability, flooding, drought, famine, impact environment, Anthropocene.</p>	<p>All vocabulary used throughout KS1 and KS2. Compare, impact, humanity, Anthropocene, choice.</p>
<p><b>Links to Previous Knowledge Cross Curricular and Additional Opportunities</b></p>	<p>Year 2- Global Temperatures,  Speech writing- save our biome. Non- chronological report- Biomes of the world. Science- adaptation</p> <p><b>Texts:</b> The hidden forest, Jeanie Baker Leaf- Sandra-Deichman</p> <p><b>Cultural Capital:</b> Kew Gardens- <a href="https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2">https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2</a></p>	<p>Year 2- Climate zones, Year 5- Maya</p> <p>Persuasive writing- become more sustainable. Biography Maths- comparative graphs of change over time.</p> <p><b>Texts:</b> Big people, big dreams- Greta Thunberg Mia's story- Michael Foreman</p> <p><b>Cultural Capital:</b> Visit to the Shrevenham Windfarm <a href="https://www.westmillwind.coop/schools-2/">https://www.westmillwind.coop/schools-2/</a></p>	<p>Entire KS1 and KS2 curriculum</p> <p>Writing opportunities throughout. Maths- data collection and presentation</p> <p><b>Texts:</b> Caged bird- Maya Angelou (Poem)</p>
<p><b>SMSC Links</b></p>	<ul style="list-style-type: none"> <li>• (So) How have people around the world adapted to thrive in their biomes?</li> <li>• (M) What impact are humans having on the biomes of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• (So) An understanding of how working together can have a positive impact.</li> <li>• (M) Understanding how humans can have both a positive and negative impact on our environment.</li> <li>• (M) Consider if it is fair that less developed nations have the same responsibility to protect our planet.</li> <li>• (M) How ever increasing population and the different approaches taken by countries to tackle the problem.</li> <li>• (C) How are viewpoints impacted by different cultures and beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>• (Sp/M/So/C)Our place on earth, how do we contribute to the balance of earth? what does the future hold for humanity?</li> </ul>
<p><b>Key People</b></p>	<p>Explorers</p>	<p>Greta Thunberg, David Attenborough, Prince William- EarthShot Prize</p>	

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Year 7	Fieldwork Skills: Map Skills	Process Study: Rivers	Locational Study: Africa and Uganda	Process Study: Coasts	Weather and Climate	Fantastic Places
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## Threads and Themes within the Long-Term Plan for Geography

As these lessons are taught, ensure children understand that their substantive knowledge as a geographer is building to help understand the key processes as Geographer.



This shows that the thread of **Trade** occurs within the lesson.



This shows that the thread of **community** occurs within the lesson.



This shows that the thread of **sustainability and protecting the planet** occurs within the lesson.