

 <p style="text-align: center;">Trimley St Mary Geography Long Term Plan</p>  <p style="text-align: center;">Trimley St Mary PRIMARY SCHOOL <i>If you believe you will achieve</i></p>		
	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>EYFS</u>	<p style="text-align: center;"><u>Who do you think you are? – What makes me special?</u></p> <p>What can we see near our school? Seasonal changes in the local envt.</p>	<p style="text-align: center;"><u>Prickly plants and Awesome Animals – Would you rather live in a hot place or a cold place?</u></p> <p>Observe and discuss a range of animals and habitats – cold places, hot places, jungles, water, farms, pets and gardens. Answer, predict and explain answers to pictures during weekly input. Consider why things happen and how they work.</p>	<p style="text-align: center;"><u>Everyday Heroes –</u></p> <p style="text-align: center;"><u>Who are the Everyday Heroes in our community?</u></p> <p>Observe and discuss a range of Everyday Heroes and the jobs they do. Where do they work? How to we contact them? What do they use in their jobs? Visit to the fire station? Visitors into school – nurse/ vet/ police. Answer, predict and explain answers to pictures during weekly input. Consider why things happen and how they work.</p>
<u>Development Matters Links</u>	<p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions</p>	<p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions,</p>	<p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>

	when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<u>Year One</u>	<u>Knowing Me, Knowing You – What makes me the person I am?</u> What is our locality like? What are the houses and homes like in our locality? Making maps with corresponding keys.	<u>Food, Glorious Food – Would you rather grow your own food, or buy your food from a shop?</u> What is the Port of Felixstowe like? What is it like in Kenya? How is the same/different to the UK?	<u>Oh, We do like to be beside the Seaside – What makes our beach a special place?</u> What does it look like at Felixstowe? What geographical features can you see? Co-ordinates/Grid references.
<u>National Curriculum Links</u>	use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	name and locate the world's seven continents and five oceans 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 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	use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
<u>Year Two</u>	<u>London Calling – Why is London the capital city of the United Kingdom?</u> How is the land used in London? Why is London the capital of the UK? How long is the River Thames? How does Felixstowe compare to London? Map work - Google Maps (Ipad)	<u>Medieval Mayhem - Would you rather live in your house or a castle?</u> Where in the world are the castles today? Castles of the United Kingdom Using maps/globes to research - Google Maps with IPads Map making of castles/settings	<u>The Enchanted Wood – Why are woodlands important?</u> Map making of Foxburrow Farm Plotting geographical features using co-ordinates Use of a key / Points of the compass
<u>National Curriculum Links</u>	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 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

			use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<u>Year 3 / 4</u> <u>Cycle 1</u>	<u>Enchanting Egyptians - How do we know if we're healthy?</u> Where is Egypt ? Why was the Nile a sacred river ? What do you think it is like in Egypt?	<u>Revoluting Romans – What did the Romans ever do for us?</u> Where did the Romans originate? Why did they choose to settle in Colchester?	<u>Healthy Heroes – How do we know if we're healthy?</u> Where does our food come from? Locate where different products grow that make a fruit salad/ healthy meal.Which fruits/vegetables are grown in Europe and the UK ? (Possible school trip to a local producer such as Foskers foods or a suitable farm)
<u>National Curriculum Links</u>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a wide range of geographical sources in order to investigate places and patterns. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.	Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. Use a wide range of geographical sources in order to investigate places and patterns. Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Locate the geographic zones	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). Use a wide range of geographical sources in order to investigate places and patterns
<u>Year 3 / 4</u> <u>Cycle 2</u>	<u>Stones and bones – Could we survive in the Stone Age?</u>	<u>Remarkable Rainforests – Will there still be Rainforests when we grow up?</u> Why don't tropical rainforests grow in England ? Why are they located in the Southern Hemisphere? What features make a tropical rainforest? What resources do we take from the rainforest? Why is palm oil necessary ? How is it produced ? How does our consumption affect the host country?	<u>Our place on Earth – What makes our place on Earth special?</u> Where is Trimley on a map? How is our local environment changing? What is the land use of the local area? What human and physical features are there ?
<u>National Curriculum Links</u>		Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.	
<u>Year Five/Six</u> <u>Cycle 1</u>	<u>Journey to the Poles</u> Who were the first humans to discover Antarctica? What was Shackleton's journey like? How did Shackleton get to Antarctica? Polar exploration & Polar explorer Research Antarctica & Imagine life as a Polar explorer.	<u>Travelling Through Time</u> When did the Anglo Saxons settle in Britain? Where did they come from? What evidence is there in modern Britain that the Anglo Saxons lived here? Who were the Greek gods? How have the Ancient Greeks affected modern life?	<u>Journey to the Americas – What is life like in the Americas? Who are the Mayans? What effects hve they had on our lives?</u> Reasearching and comparing countries in South America and North America with a focus on weather, life, population

		Anglo Saxons & Ancient Greece Similarities and differences modern day Greece & Ancient Greece.	and environment etc. Using map reading skills to determine where countries and states are.
<u>National Curriculum Links</u>	<p>Locate the geographic zones of the world.</p> <p>Understand the significance of the geographic zones of the world.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use the eight points of a compass, four-figure grid references, symbols, and keys.</p> <p>Studying a range of the world's most significant human and physical features.</p>
<u>Year Five/Six</u> <u>Cycle 2</u>	<p>Disaster Zones</p> <p>What years did major natural disasters happen?</p> <p>Have we had any local natural disasters?</p> <p>How have disaster hit countries recovered?</p> <p>Looking at how natural disasters happen and where they happen. Learning about tectonic plates, extreme weather and the layers of the earth.</p>	<p>Intergalactic Explorers</p> <p>Which countries were involved in the Space Race?</p> <p>When did humans first reach the moon?</p> <p>When did the first woman enter space?</p>	<p>The War Room</p> <p>How did the world wars start?</p> <p>When did they start?</p> <p>Who was involved?</p> <p>How were people affected?</p> <p>Looking at the different countries that were involved with the war and focussing on geographical features of the UK and how these changed after the war.</p>
<u>National Curriculum Links</u>	<p>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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>