



## Edmondsley Primary Geography KS1 and KS2 Long-term plan

### Continuous Provision

Each class working towards the Sustainable Development Goals which call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

Eco School - whole school action plan trying to make a positive impact on our local and world environment. Maintaining our Green Flag Award.

Links with Tanzania via the Sustainable Development Goals.

Links with Oases and working on joint projects.

Hot Geography.

Environmental committee.

Visits to local landmarks as part of learning in our subjects.

Eco warriors.

Fair Trade values and Fair Trade Fortnight.

Healthy Schools initiative.

Year	Autumn	Spring	Summer
<b>1</b>	<b>What is my place like?</b> My Geography Home and School Focus: Fieldwork and observational skills. Basic maps.	<b>What can I find?</b> Me and my corner of the world. Local area. Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.	<b>What is my country like?</b> Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction
<b>2</b>	<b>Local fieldwork – Edmondsley Village*</b> Regional focus with lead on land use, settlement,	<b>Why is my world wonderful?</b> Simple world Maps and features. Focus: continent, oceans, mountains, rivers.	<b>Wherever next?</b> Location and journeys e.g. Meerkat Mail. Focus: hot and cold places, continent, oceans, North/South/East/West. Key vocabulary.
Year 3/4 Year 4/5 <b>CYCLE A</b>	<b>Holidays – where shall we go?</b> Place comparisons – geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari.	<b>UK Discovery – is the UK the same everywhere?</b> Focus: Physical geography - hills, coasts, rivers, farms, industry, population.	<b>What can we discover about Europe?</b> Places, features and people. Focus: land use, key physical features, environmental regions and locations.
Year 3/4 Year 4/5 <b>CYCLE B</b>	<b>We've got it all! Why is the North East special?</b> Regional focus with lead on land use, rivers and coasts. Focus: Fieldwork,	<b>Why do we have cities?</b> UK towns, cities and countries. Focus: countries, counties, land use, settlement, contrasting cities.	<b>Why does Italy shake and roar?</b> Bay of Naples. Focus: region in Europe, physical and human characteristics, tectonics. Compare to North East England.



<p><b>Year 3/4 Year 4/5 CYCLE C</b></p>	<p><b>What would we do without water? (When land meets sea)</b> Precipitation – Data analysis. Comparison with other places around the world. rivers-their formation and impact, water cycle. Seaham study.</p>	<p><b>What is so special about Europe?*</b> Using maps to focus on Europe. Key human features and major cities.</p>	<p><b>Fantastic Forests – Why are they so important?</b> Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.</p>
<p><b>Year 5/6 CYCLE A</b></p>	<p><b>School discretionary study - Durham City</b> Regional fieldwork study, asking and answering geographical questions, observational skills, retrieving, recording and presenting data.</p>	<p><b>Destination Sao Paulo! What do places have in common?</b> Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.</p>	<p><b>What is life like across the Atlantic?*</b> State study. Comparing a region in North America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.</p>
<p><b>Year 5/6 CYCLE B</b></p>	<p><b>Where has my food come from?</b> Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation.</p>	<p><b>Where could we go? Fantastic Journeys.</b> Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.</p>	<p><b>What shapes my world?</b> Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones</p>

Blue denotes local, regional or national study.

Green denotes European study.

Pink denotes worldwide study.