**Swain House Primary School Geography - Long Term Plan**

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| **Year group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYs** | **Little Acorns - Where do I live?**   * To have an understanding of where they live. * **Great Oak Nursery-Proud to be me**   Understand position through words alone. Discuss locations.  Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things.  **Reception – Proud to be me**  Use positional language in context.  Exploring the wider environment in school. Drawing a picture map of how they got there.  Children explore their geographical skills across the indoor and outdoor areas of provision.  Draw information from a map.  Children to explore the natural world around them. | **Little Acorns**  **UTW 0-3 years**  Explore natural materials, indoors and outdoors  **GO Nursery**  **UTW 0-3 years**  Explore natural materials, indoors and outside.  **UTW 3-4 years**  Talk about what they see, using a wide vocabulary.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Reception**  **UTW – Reception**  Explore the natural world around them  Describe what they see, feel and hear outside  Understand the effect of changing seasons on the natural world around them | **Reception – Our World and Beyond (Jurassic World)** | **Great Oak Nursery – Next Stop…London!** | **Reception – All Creatures Great and Small (Extreme Habitats)** |  |
| **Y1** | **Street detectives**  **Map work around the school grounds and local shops using birds eye view maps.** | No geography topic but weather patterns to be observed and discussed daily with children. | **Castles**  **Continents and oceans**  **Location of castes built – Why were they built where they were built?** | **Castles**  **Continents and oceans**  **Location of castes built – Why were they built where they were built?** |  | **1666 - 2022 - FIRE!**  **Comparing UK with a non-European area.**  **Continents and oceans – recap**  **Natural disasters** |
| **Y2** | **A walk in the park**  **Where in Bradford?**  **4 countries and capital cities**  **Map work – locating 3 different parks in Bradford**  **Human and physical features of parks.** | **The Bradford Pals: Injury!**  **Where in Bradford?**  **4 countries and capital cities** | **Poles Apart**  **7 continents / seas**  **Map work Global warming**  **Compass points**  **Human and physical features**  **Contrasting localities**  **Global Warming** | **Poles Apart**  **7 continents / seas**  **Compass points** | **Down in the Caribbean**  **Contrasting localities - Lucia and Bradford**  **Continents and seas**  **Human and physical features**  **Making maps and keys**  **Weather reports** | **Down in the Caribbean**  **Contrasting localities - Lucia and Bradford**  **Continents and seas**  **Human and physical features**  **Making maps and keys**  **Weather reports** |
| **Y3** | **Saltaire**  **United Kingdom**  **Cities/countries**  **Locating Saltaire**  Name and locate cities of the UK using maps. | **Where in the UK?**  **Focus on countries, counties and cities in the UK. Mountains and hills. Focus on London.** | **Stone Age – History unit but children identify and locate the famous land marks Skara Brae & Stonehenge.** |  |  | **Coasts**  **Focus on Scarborough and how it has changed over time.** |
| **Y4** | **Marvelous maps**  **Focus on Swain House. Children to create maps of their local area and of school and compare Swain House over time.** | . |  |  | **Extreme earth**  volcanoes and earthquakes, and the water cycle. | **Green planet**  physical geography, including: climate zones, biomes and vegetation belts |
| **Y5** |  | **From Malham to the sea**  **Malham residential – local area study**  **From Malham to the sea.**  **Yorkshire dales - Rivers and the water cycle** |  |  | **Rainforests**  **Alpine Region – mountains**  **South America**   * Did ancient people tread more softly on the planet than modern civilisations? * The significance of the Amazon River and rainforest to the planet. Place, interconnectedness and environment/sustainability. |  |
| **Y6** | **The making of Bradford**  **Bradford diversity**  **The road from settlement to city**  **Migration**  . | **We are explorers**  **Tracking the journeys of famous explorers across the globe** | **Ancient Greece – A History topic**  **Areas of Greece**  **Trade links around the world** | **Ancient Greece – A History topic**  **Areas of Greece**  **Trade links around the world** | **Let’s explore planet earth**  **How might climate change impact upon the world’s coasts and rural areas?**  Migration, civilisations, documenting and interpreting events, sources and information | **Let’s explore planet earth**  **How might climate change impact upon the world’s coasts and rural areas?**  Migration, civilisations, documenting and interpreting events, sources and information |