



St Augustine's Long Term Plan Geography Intent



EYFS Curriculum Topics						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS Topics	What's your superpower?	Castles, Knights and dragons	Zoom to the moon	Dinosaurs Rock	The wheels on the bus go round and round	Hullabaloo at the zoo
EYFS Statements related to Geography	Know how to talk about members of their immediate family and community.	Know how to draw information from a simple map. Know that some places are special to members of their community.	Know some similarities and differences between life in this country and life in other countries.	Know some environments that are different to the one in which they live. Know the effect of changing seasons on the natural world around them	Know and describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) 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 (ELG)	Know and be able to 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)

Knowledge in red is aimed at year 1, Knowledge in green is aimed at year 2, Knowledge in black is aimed at both year 1 & 2

Year 1/2 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	Nottingham- geographical skills and fieldwork	UK- locational knowledge	Seaside- locational knowledge



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HISTORY	Toys	Robin Hood and Sherwood forest	Heroes
(National Curriculum)	<ul style="list-style-type: none">Know how to 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.	<ul style="list-style-type: none">Know the name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (and its surrounding seas) (locational knowledge)	<ul style="list-style-type: none">Know the name, locate and identify characteristics of the United Kingdom coastline and its surrounding seas (locational knowledge)
Core Knowledge	<ul style="list-style-type: none">Know that their school and home is in the city of Nottingham. Yr 1 & Yr 2Know that an aerial view is something seen from above.Know that a map is an aerial view.Know how to use a map to locate places in their classroom/school.Know where St Augustine's school is in relation to their home and use a map to locate them.Know where St Augustine's school is in relation to the parish church and use a map to locate them.Know St Augustine's school is surrounded by houses, flats and main and side roads.Know that people live in different sorts of accommodation (building on EYFS)Know how to locate St Augustine's School, church and other local landmarks on an aerial photograph/google earth.Know how to use a map and atlas to locate Nottingham and key landmarks e.g the castle, ice arena, river Trent, football grounds. Goose Fair site.	<ul style="list-style-type: none">Know that a country is made up of towns, cities and villages.Know that Nottingham is a city in the centre of the country of England. Yr 1 & Yr 2 (building on Cycle A, Advent Term knowledge)Know how to locate Nottingham on a simple map of England. Yr 1 & Yr 2Know that England is one of four countries that make up the United Kingdom (UK).Know the names of the four countries.Know how to locate each UK country and its capital city on a UK map.Know what a capital city is.Know that London is the capital city of England.Know which locational language to use to describe where London is in relation to Nottingham- near, far, below, above, centre. (Building on Cycle A, Advent Term)Know a globe is a model/representation of the world.Know where the UK is on a globe.Know that each country has a capital city.Know the names of the capital cities of each UK country.	<ul style="list-style-type: none">Know that an island is land surrounded by water.Know that the UK is an island surrounded by seas.Know that Northern Ireland is separated from the other countries in the UK by the Irish Sea.Know the names of the seas that surround the UK: North Sea, English Channel, Irish Sea and Atlantic Ocean.Know that seas are smaller than oceans and usually partly surrounded by land.Know that the land on the edge of the UK is called its coastline.Know that seaside towns are close to the sea on the coastline.Know the physical features of a seaside location: beach, cliff, coast, sea, ocean, waves, sand, rock pools, pebbles, sand dunes.Know some beaches are made of sand, others are made of pebbles, rocksKnow some human features of a familiar seaside town e.g. Skegness: port, harbour, pier, hotel, bed and breakfast, caravan, campsite, beach huts, fairground, different shops



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		<ul style="list-style-type: none">• Know which locational language/compass points to use to describe where each UK country is in relation to each other- north, east, south, west. (Building on Cycle A, Advent Term)• Know how to locate the UK on a world map.• Know that an atlas with pages that show maps of different parts of the world.	
Wider Knowledge	<ul style="list-style-type: none">• Know how what geographical language to use to explain where landmarks are in relation to each other (near, far, left, right, North, East, South, West)• Know the river running through Nottingham is the River Trent.• Know why the River Trent is important to Nottingham- sports, leisure, transport, water source• Know that people come to Nottingham to visit landmarks and this is called tourism. E.g. Sherwood Forest, Nottingham Castle, Goose Fair, Football ground, Trent Bridge Cricket ground.• Know and be able to talk about a Nottingham tourist attraction.• Know that tourism is important to Nottingham because tourists spend money in the city and that helps local businesses to grow.	<ul style="list-style-type: none">• Know that King Charles III is now the King of the UK• Know that each country has its own leader who carries out the King's rules.• Know that a landmark is an important structure or landscape feature that is special to a place. (building on Cycle A, Advent Term)• Know that the River Trent is a Nottingham landmark and the River Thames is a London Landmark. (or Nottingham Castle is a Nottingham landmark and Buckingham Palace is a London landmark).• Know why these landmarks are important to each city.• Know some important man made landmarks in each UK country.• Know and locate the main mountain ranges or rivers in the UK on a map.	<ul style="list-style-type: none">• Know tourists visit the seaside for holidays because it is different to where they live.• Know what is different about Skegness in comparison to Nottingham.• Know what things people enjoy doing at the seaside that they can't do at home e.g. donkey rides, paddling, sandcastle building.• Know that a pier is a wooden structure made by people so that tourists can walk out further into the sea safely and enjoy the view and entertainments.• Know how to protect yourself from sunburn at the seaside.• Know it is easy to get sunburnt at the seaside because the sea breeze stops you feeling too hot so you don't know how strong the sun is.• Know there are different types of places you can stay in at the seaside e.g. hotel, caravan• Know that some places to stay are more expensive than other places because they are closer to the beach e.g. hotels.• Know where to place different types of accommodation on an aerial view of the seaside based on how expensive they are e.g. a campsite will be further away from the beach



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			because it is the cheapest type of accommodation.
Skills (Inc geographical skills and fieldwork)	<ul style="list-style-type: none">use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;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.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	<ul style="list-style-type: none">use world maps, atlases and globes to identify the United Kingdom and its countries (geographical skills and fieldwork)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	<ul style="list-style-type: none">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
Diversity Links	Refer to school website and photographs to reflect how racially and culturally diverse Nottingham is as a city and community.	Understand how culturally diverse the UK is. Consider the languages spoken in just Great Britain- English, Welsh, Gaelic and Ulster Scots.	Refer to Hilary Lister – a quadriplegic sailor. Hilary Lister, who was paralysed from the neck down, became famous after she used the “sip-and-puff” system for steering and controlling a yacht’s sails by blowing and sucking through plastic straws (see video to explain this). She became the first quadriplegic person to sail across the Channel in 2005 and then the first quadriplegic woman to sail around the Isle of Wight in 2007. Two years later she sailed solo around Britain.
Vocabulary	use basic geographical vocabulary to refer to: key physical features, including: Sherwood, forest, hill, River Trent, riverbank key human features, including: city, town, village, factory, house, flats, office, church, school, castle, shop, restaurant, cinema, ice stadium, football ground, Trent Bridge Cricket ground, Holme Pierrepont, tramline, bus route, Trent Bridge, tourism	use basic geographical vocabulary to refer to: key physical features, including: coastline, hill, mountain, sea, valley, river, mountain range, countryside key human features, including: landmark, city, town, village, castle near, far, left, right, north, south, east, west compass points	use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, sea, ocean, waves, sand, pebbles key human features, including: town, village, port, harbour, pier, hotel, caravan, campsite and shop



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	near, far, left, right, north, east, south, west, compass points		
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Year 1/2 Cycle B	Advent 2	Lent 2	Pentecost 2
HISTORY	Goose Fair	Great Fire of London	Seaside
Topic	Weather UK	Weather Wider World	Comparison Nottingham & Kenya
(National Curriculum)	<ul style="list-style-type: none">know how to identify seasonal and daily weather patterns in the United Kingdom (human and physical geography)	<ul style="list-style-type: none">know how to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (human and physical geography)	<ul style="list-style-type: none">Know the name and locate the world's seven continents and five oceans (locational knowledge)Know and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (building on study of Nottingham cycle A, Advent term), and of a small area in a contrasting non-European country (Kenya) (place knowledge)
Core Knowledge	<ul style="list-style-type: none">Know that there are 4 seasons.Know the weather associated with each season. eg. It's usually warmer in summer than winter.Know the features of each season.Know the months included in each season.Know that seasonal changes relate to clothing and activity changes.Know why certain weather patterns occur in certain seasons e.g. in summer it is warmer because the side of the world where England is, is facing closer to the sun's rays.	<ul style="list-style-type: none">Know that the equator is an invisible line that runs around the centre of the Earth.Know that places close to the equator are hot.Know that the north and south poles are the furthest points away from the Equator and are the coldest places in the world.Know the Arctic is where the North Pole is and the Antarctica is where the south pole is.Know that the further away from the Equator a place is the cooler it is.Know that the north and south poles are at opposite ends/top and bottom of the	<ul style="list-style-type: none">Know that there are 7 continentsKnow that between the 7 continents there are 5 oceans.Know where the oceans and continents are on a world map and name them.Know that a continent is made up of many countries.Know where Kenya is on a map of Africa.Know that Kenya is a country in the continent of Africa.Know that Kenya is a country on to the Equator (building on Cycle B, Lent Term)Know that the climate in Kenya is very hot as the equator runs through it. (building on Cycle B, Lent Term)



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		<p>world and an equal distance from the Equator.</p>	<ul style="list-style-type: none"> • Know that unlike England/Nottingham, Kenya only has two seasons- wet and dry seasons. • Know the impact these seasons have on the landscape and the risks to people that live there. • Know the capital city of Kenya is Nairobi. • Know the similarities and difference between Nairobi and Nottingham e.g. more shops/markets are outside because the weather is hotter • In Nottingham we have Sherwood Forest in Kenya they have Nairobi national park which is bigger and is a wild life reserve to protect the animals from hunters.
Wider Knowledge	<ul style="list-style-type: none"> • Know that more than one weather can occur at the same time. • Know that an aerial photograph is an image taken from above. (Recap Cycle A, Advent I) • Know we have weather forecasts so we can be prepared for the type of weather bt dressing accordingly. • Know that weather maps are a form of aerial maps. • Know the different symbols used to represent weather types on a weather map. • Know how weather types can vary from day to day. E.g. it may rain more on one day than another • Know that extreme weather isn't frequent in the UK e.g. floods, hurricanes, droughts. • Know the impact of climate change on UK weather. 	<ul style="list-style-type: none"> • Know how to locate the north and South Pole and equator on a map of the world. • Know how to locate the hottest and coldest countries on a world map and globe. • Know how climate change is affecting the world's weather and landscape. • Know how the coldest climates at the north and south poles affect the lives of the people that live there. • Compare the difference in the way of life for people living in countries on the Equator and the Poles as a result of the climate/weather. • Know that seasonal weather patterns are more extreme in countries on the Equator e.g. Kenya has wet and dry seasons. 	<ul style="list-style-type: none"> • Know that there are many different languages spoken in Kenya as in Nottingham but in Nottingham the main language is English and in Kenya it is Swahili. • Know that the largest lake in the world – Lake Victoria – is partly in Kenya. • Know that large animals such as buffalos, lions, leopards and rhinos live in Kenya. • Know that the land usage supports the habitats of the wildlife in Kenya.



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Skills (Inc geographical skills and fieldwork)	<ul style="list-style-type: none">• Know how to keep a record of daily weather patterns over a week.• Know how to measure different weather types e.g. know what instrument to use to measure rain, wind, temperature.	<ul style="list-style-type: none">• 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;	<ul style="list-style-type: none">• Know how to use world maps, atlases and globes to identify the United Kingdom (specifically England and Nottingham) as well as the countries, continents (specifically Africa and Kenya) and oceans studied at this key stage (geographical skills and fieldwork)• Know how to 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
Diversity Links	Refer to Lucy Martin – a weather presenter with Amelia (one arm). She took part in a BBC initiative that offered disabled people with a passion for weather and the environment the chance to learn about the job. Following a three-day workshop, Lucy was offered the opportunity to start training to be a weather presenter.	Refer to Matthew Henson - one of the era's few African-American explorers, and he may have been the first man, black or white, to reach the North Pole.	Refer to Eliud Kipchoge – a Kenyan long distance runner who has won 2 male athletes of the year award. He just won the male athlete of the year for the 2nd time in a row. On 12th October, 2019, Eliud made history as the first man to ever run a marathon in under 2 hours when he completed the Ineos 1:59 Challenge in Vienna, Austria in a record time of 1:59:40.2.
Vocabulary	use basic geographical vocabulary to refer to: key physical features, including: cloud, storm, snow, ice, wind, rain, sun, season and weather	use basic geographical vocabulary to refer to: key physical features, including: north pole, south pole, equator, continents, ocean, sea, season, temperature, climate and weather key human features, including: city, town, village, travel, tourism	Know how to use basic geographical vocabulary to refer to: key physical features, including: landscape, coastline, grasslands, dunes, plains, hills, mountain, sea, ocean, river, soil, vegetation, climate and weather key human features, including: city, town, village, national park, reserve, safari, wildlife, community, culture, language, athlete,
Vocabulary	Landmarks, UK counties, city, transport links, natural resources, infer structure	Equator, climate, habitat, vegetation, temperature, deforestation, trade, diversity, favela, comparison	Eruption, fault, lava, crust, formation, fertile, City, continents, equator, biome,



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Knowledge in red is aimed at year 3, Knowledge in green is aimed at year 4, Knowledge in black is aimed at both year 3&4

Year 3/4 Cycle A	Advent 2	Lent 2	Pentecost 2
HISTORY	Stone Age	Roman Empire	Life for children in the Victorian times
Topic	UK Locational Knowledge Name and locate counties and cities of the UK Physical & Human Characteristics Identify Human Physical and topographical features: hills/mountains/mountains/rivers/Climate Understand how they've changed overtime	Human and Physical Geography Rivers, Mountains & the Water Cycle Hydrology	RE-Link to CAFOD-Linked to our Global World Human impact on the physical world-Explicit Geography 2015-Pope Francis-Encyclical Letter Laudato Si-Care for our common home
Core Knowledge (National Curriculum)	Know the name and location of counties and cities of the United Kingdom. Know the geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Know and understand how some of these aspects have changed over time Place knowledge Know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Know how to locate the world's most significant human and physical features. Know and explain how physical features have formed, why they are significant and how they can change. Know key aspects of: a physical geography, including the water cycle and hydrology. Know human geography includes the types of settlement and land use in an area which can be linked to water sources. Understand the stages of the water cycle	Know that Pope Francis has written a letter addressed to every person on the planet, asking us all to protect the earth (Laudato Si' for children CAFOD) Know about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. Know and understand the world beyond their local area to include Europe, North and South America. Know what human impact means and identify the worse places on a map for issue linked to human impact. (polar regions, seas)
Wider Knowledge	Location knowledge Know where we are based in Nottingham and it is a city. Know that London is the capital (built on from yr2) Know facts and features about our local area	Build upon last term's knowledge of rivers and mountains. Know how to identify features on a map through the use of symbols and keys.	Understand what human geography includes- building, deforestation and waste. Know our planet is affected by both people and our habits. Know the damages the world is facing and what needs to be done.



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	<p>Nottingham- Goose fair, Wollaton etc. Know we are central and therefore have great links. Know why these links are so important Know we are near motorways, airport and sea links. Know what cities we are near and which are coastal and what that means. Know and describe and understand key aspects of: land use, economic activity including trade links Grid references from maths to read and make maps (2 figure and 4) Human and physical geography Geographical skills and fieldwork: Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Know how to use the 4 then 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Know how to 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.</p>	<p>Know how to use maps, atlases, globes and digital/computer mapping to locate features studied. Know how to use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Know the stages of the water cycle in detail. Know how water from the cycle is used and cleaned Severn Trent visit Know that Hydrology is the study of the distribution and movement of water both on and below the Earth's surface. Know what has an impact on water availability and conditions and why.</p>	<p>Link to RE lessons- community, gifts, self-discipline, CAFOD focus day. Begin to explore tourism and its impact Answer and ask questions linked to independent research. Know about extreme weather, the process involved and the causes and effects of extreme weather as well as understanding the impacts of humans upon the earth. Know where the polar areas of earth are and how global warming is effecting that and the knock on effects.</p>
Skills	<p>Read an Ordnance survey map Be able to use grid references Use a scale on a map Describe and understand key aspects of physical geog including rivers, mountains etc. Describe and understand key aspects of human geog including land and water use.</p>	<p>Be able to locate rivers and mountains on a map. Understand a topographical map. Be able to order the water cycle and explain each stage.</p>	<p>To use maps and identify areas of change over time and the causes. Make comparisons. To gather information and data to deepen their understanding of geographical process. Be able to compare different regions and environments. Use plan perspectives and land use maps to compare the two locations.</p>



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	Use fieldwork to observe, measure and record features using- digital photos and sketch maps		Use grid references, directional language, symbols and keys on a map.
Diversity Links	<p>Strong mix of ethnicities in Nottingham, look at website or within classes to show the diversity of our town and community.</p> <p>British sign language (BSL)- a form of sign language developed in the UK and is the first or preferred language among the Deaf community in the UK.</p>	<p>Sir David Attenborough's birthday on the 8th of May 2022 making him 96. He reports on the huge ecological and biological turmoil faced by the Earth'.</p> <p>He has 32 university degrees for his contribution to science and education.</p> <p>He works hard to educate against plastic pollution with his <i>Blue Planet</i> series, Sir David Attenborough continues to inspire the world to fight for the ocean conservation.</p> <p>Sir David Attenborough's net worth is £32.36 million.</p>	<p>Swedish student Greta Thunberg was 15 when she made her parent reduce their carbon footprint. She is now an 19yr old environmental activist who is known for challenging world leaders to take immediate action for climate change</p>
Vocabulary	City, town, capital, inland, topographical, ordinance survey map, land use, transport links, local, physical, human, hills, mountains, , oceans, seas, mountains, rivers, climate, coast man-made	Water source, topographical evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, site, shelter, Hydro, mountain	Extinct, deforestation, pollution, climate, ozone, global warming, carbon footprint, ice caps, sea level, damage

Knowledge in red is aimed at year 3, Knowledge in green is aimed at year 4, Knowledge in black is aimed at both year 3&4

Year 3/4 Cycle B	Advent 2	Lent 2	Pentecost 2
HISTORY	Anglo Saxons and Scots and the Kingdoms	Vikings and Anglo Saxons struggle for the Kingdom of England	Nottingham Caves
Topic	World Countries-Europe Locational Knowledge Locate using maps the countries of Europe including Russia including major cities	Human and Physical Geography Volcanoes & Earthquakes	COMPARISON STUDY Similarities and differences of human and physical geography between Midlands and Ile-de-France



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	Key physical and human characteristics- Environmental regions + time zones. Identify in relation to equator and Northern and Southern hemisphere.		
Core Knowledge (National Curriculum)	<p>Know the location of the world's countries, using maps to focus on Europe (including the location of Russia in both Asia and Europe)</p> <p>Know some key physical and human characteristics and major cities of European countries.</p> <p>Know how to read a map grid reference and know the 4 compass points.</p> <p>Know the position of the Equator, Northern Hemisphere, and Southern Hemisphere and what they represent.</p> <p>Know the environmental zones on a map and how they differ.</p> <p>Know what Prime/Greenwich Meridian and time zones are and why they are used.</p>	<p>Know how to describe and understand volcanoes and earthquakes.</p> <p>Know the location and characteristics of a range of the world's most significant physical features</p> <p>Know how to use maps, atlases, globes and digital/computer mapping to locate volcanoes and mountains.</p>	<p>Know that we need to extend knowledge and understanding beyond the local area of the midlands to include France in Europe.</p> <p>Know how to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Know how to locate both areas on a map and identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p>Know how to research comparative locations and understand geographical similarities and differences through the study of human and physical geography.</p> <p>Know how we can use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p>Know how to use a range of methods to observe, including sketch maps, plans and graphs, and digital technologies.</p>
Wider Knowledge	<p>Know the seven continents of the world.</p> <p>Know that we live in the UK which is part of Europe.</p> <p>Know some main cities and capitals of countries.</p> <p>Know how to find key features of Europe on the map.</p>	<p>Know the four (eight points) points of a compass, four and six-figure grid references, symbols and key (including using Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world and digital technologies to learn more about physical geography.</p>	<p>Know what physical and human features in geography are and give examples.</p> <p>Understand what similar and different means</p> <p>Understand that we are known as the Midlands due to the position within the UK. Know where Ile-de-France is (central France) in Europe</p> <p>Know some similarities and difference between them and us.</p>



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	<p>Understand that the equator is the centre of the world and the hottest location.</p> <p>Know the top half is northern hemisphere and bottom part is southern hemisphere.</p> <p>Know the poles are in each hemisphere and the weather here is cold.</p> <p>Know some countries have different times due to the position of the earth and the way it rotates in relation to the sun.</p>	<p>Know how to use fieldwork to observe, measure, record and present data relating to volcanoes or mountains.</p> <p>Know how to use a range of methods, including sketch maps, plans and graphs, Understand how a volcano is formed</p> <p>Know some key volcanoes and find them on a map.</p> <p>Understand what dormant and active mean.</p> <p>Know what damage a volcano can create- also the benefits of better soil.</p> <p>Know some main mountain ranges and be able to locate and mark them on a map.</p> <p>Know what causes a volcanic eruption as the tectonic plates shift.</p> <p>Understand what people do to protect themselves from volcanoes and avalanches from mountains.</p> <p>Understand what the difference between a hill and mountain is depending on height.</p>	<p>Linked to GMT from last term understand that France is one hour ahead of us in time.</p> <p>Understand how close we are to France and how we can get there.</p> <p>Know what transport links we have to France and the way they are used.</p> <p>Know Ile-de-France is also inland and not coastal like the Midlands.</p>
Skills	<p>Be able to use a world map and atlas.</p> <p>Locate countries, equator and poles.</p> <p>Identify countries in Europe and main geographical features.</p> <p>Use compass points to locate places</p> <p>Create maps using keys, symbols and labels</p> <p>Be able to match environmental zones to the animals that live there.</p>	<p>Be able to research known key geographical features,</p> <p>Be able to find and mark on a map a mountain range or volcano.</p> <p>Gather and present data.</p> <p>Know what countries have these features</p>	<p>Record findings in a simple table</p> <p>Using aerial maps, photos and an atlas to locate France and the Midlands.</p> <p>Have some knowledge of France linked to French lessons.</p> <p>Use plan perspectives and land use maps to compare the two locations of the Midlands and Ile-de-France.</p> <p>Use grid references, directional language, symbols and keys on a map.</p> <p>Be able to make observations about buildings in both locations.</p>
Diversity Links	<p>Ukraine and Russia and how we are supporting Ukrainians who have fled for safety.</p>	<p>Sir Ranulph Fiennes (78) English explorer. Led over 30 expeditions and did the first unsupported walk across Antarctica. He is the</p>	<p>Muslim and African heritage population.</p> <p>Looks at Muslim links with our community.</p> <p>Recognise how culturally diverse our school is.</p>



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		world's greatest living explorer and holds many records for his 52,000-mile expedition. It ended successfully on August 29, 1982. The only man alive ever to have travelled around the Earth's circumpolar. In 2000 in a north pole expedition he developed severe frostbite on the tops of his left fingers after being forced to remove his glove to pull supplies from the sea. He was told it would be months for a safe amputation process he bought fretsaw blades from a local shop and removed the dead flesh himself. Resilience, adversity, perseverance	Look at each class' profile and celebrate the cultural diversity. Understand what religions are common in France. Understand that the French language is still spoken in at least 29 of the African countries following colonialism. Their national football team is culturally diverse
Vocabulary	Location, climate zones, equator, hemisphere, temperature, continent, countries, cities, capitals, time zone, tilt, biomes, habitat	Altitude, dormant, active, fault lines, lava, ash, fertile, crust, mantle, core, eruption cloud, tectonic plates, foundations,	Land use, buildings, population, location, scale, compare, similar, different, transport, airport, human, physical, landmarks

Knowledge in red is aimed at year 5, Knowledge in green is aimed at year 6, Knowledge in black is aimed at both year 5 & 6

Year 5/6 Cycle A	Advent 2	Lent 2	Pentecost 2
HISTORY	Ancient Egypt	Early Islamic civilisation	Crime and punishment
Topic	World Countries LOCATIONAL KNOWLEDGE Locate using maps the countries of North America including major cities. Identify in relation to the equator/northern hemisphere/southern hemisphere/artic and Antarctic /time zones prime/Greenwich/Meridian	Human & Physical Geography Climate zones, biomes & vegetation belts Tundra, coniferous Canada and desert (Great Basin, Mohave, Chihuahuan and Sonor) in North America	RE-Link to CAFOD-Linked to our Global World Human impact on the physical world-Explicitly Geography, human eg. SEPARATE-UKS2/LKS2 Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

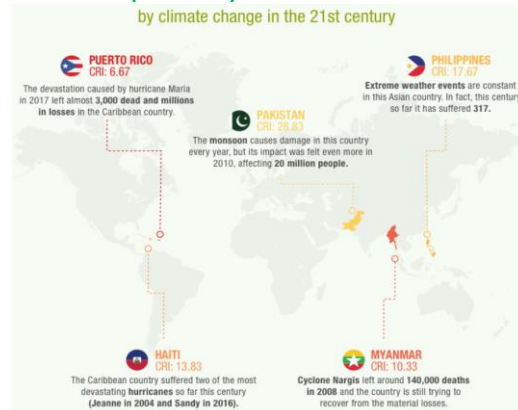


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	Key physical and human characteristics- Environmental regions		
Core Knowledge (National Curriculum)	<p>Know the location of the world's countries, using maps to focus on North America</p> <p>Know some key physical and human characteristics and major countries within North American.</p> <p>Know locations of North American countries in relation to the equator, Northern Hemisphere, and Southern Hemisphere.</p> <p>Know the environmental zones of the countries in North American and how they differ due to the position of the earth.</p> <p>Know and be able to calculate what time zones they are in.</p>	<p>Know how to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Know how to define the climate zones and what weather they experience.</p> <p>Know how to locate the world's countries, using maps to focus on chosen environmental regions.</p> <p>Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Know what our Global world is and that as a global citizen we need to be people who are aware of and understand the wider world and our place in it.</p> <p>Know what human impact means and identify the human impact we are having. (on polar regions, seas and forests)</p> <p>Know what we need to do to reduce our impact- reduce global footprint.</p> <p>Recap from last year's learning LKS2- weather, deforestation, waste.</p> <p>UKS2- settlements and a land use and how this effects the world- overpopulated, more waste and pollution. Less trees and open space, animals habitats are effected, roads are built etc.</p> <p>Trade links- pollution caused on land and in water.</p> <p>Distribution of natural resources (water, food, minerals, energy) and how this needs to be replenished and preserved.</p>
Wider Knowledge	<p>Know where America is in relation to the UK and the difference in size.</p> <p>Know and name the seven continents, focusing on North and South America. (Europe from Yr 3/4)</p> <p>Know where the equator runs and what it means for the countries nearest to it.</p> <p>Know the scale of America.</p> <p>Know facts about America- President, capital, currency etc</p> <p>Know that North America has 23 countries.</p>	<p>Know that Tundra ecosystems are treeless regions found in the Arctic and on the tops of mountains.</p> <p>Know that here the climate is cold and windy, and rainfall is low.</p> <p>Know that the lands are covered with snow for much of the year, but summer brings bursts of wildflowers.</p> <p>Know that coniferous forest is vegetation of cone-bearing needle-leaved evergreen trees.</p> <p>Know these areas have long winters and moderate to high annual rain.</p>	<p>Know which human activities are disturbing the ecosystem.</p> <p>Know that humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation.</p> <p>Know that these changes have triggered climate change, soil erosion, poor air quality, and undrinkable water.</p> <p>Know to what extent our planet is affected by both people and our habits.</p> <p>Know the damages the world is facing and what needs to be done to slow that.</p>

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	<p>Know that they speak mainly English, Spanish then French.</p> <p>Know America has many different biomes and land uses.</p> <p>Know how land use has changed over time due to weather and population.</p> <p>Know it is a very large country with a large varied population.</p> <p>Know that North America is bigger than South America</p> <p>Know that North America is the 3rd largest of the continents, bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.</p> <p>Know North America has three main largest countries: Canada, Mexico, and the United States.</p> <p>Know that Central America and the Caribbean are usually considered part of North America.</p> <p>Know that Columbus mostly discovered America, there were plenty of people already living in North America prior to the Europeans having arrived. This included many Native American tribes in the United States and the Aztec civilization in what is now Mexico.</p> <p>Know that the longest river in North America is the Mississippi.</p>	<p>Know that deserts have a lack of water, dry soil, little to no surface water, and high evaporation.</p> <p>Know that Canada (North America from last term) is tundra and coniferous with all the trees.</p> <p>Know that North America has four major deserts: Great Basin, Mohave, Chihuahuan and Sonoran.</p> <p>Know it is hot in the day, very cold at night.</p> <p>Know what animals live here and what grows.</p> <p>Know the name and location of places with this type of biome.</p> <p>Know where these places are on a map and mark them on.</p> <p>Know animals adapt to survive in these places and how they have changed evolved over time- (Science habitats- link to adaptation)</p>	<p>Link to RE lessons- community, gifts, self-discipline, CAFOD focus day.</p> <p>Answer and ask questions linked to independent research.</p> <p>Know and understand in detail the impacts of humans upon the earth and how the earth has changed in recent years.</p> <p>Know about what a human footprint includes and what can be done to slow the damage.</p> <p>Know where the key affected areas are –polar, oceans, forests.</p> <p>Know what the climate risk index is and what countries are most affected.</p> <p>Know where these places are on the map and be able to explain why their location affects their risk.</p> 
Skills	<p>Use aerial photo's maps and topography to observe the environmental regions, key physical and human characteristics and major countries.</p> <p>Use maps and google earth to see key topographical features (including hills, mountains, coasts and rivers)</p> <p>Label a map of North America</p>	<p>Map reading to locate areas of America.</p> <p>Understanding of habitats and associated resources.</p> <p>Use aerial maps and atlases to find areas of interest.</p> <p>Use google earth to see the biomes.</p> <p>Mark on the biomes onto a map.</p>	<p>To use maps and identify and label areas of change over time and the causes.</p> <p>Make comparisons between less affected countries and the worst.</p> <p>To gather information and data to deepen their understanding of issue and causes.</p> <p>Be able to compare different regions and environments and make links to causes.</p>



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	Understand the scale and compass directions to accurately label and name places.	Use compass points and directional vocabulary. Match an animal and vegetation to its biome. See a pattern to the location to these places in relation to the equator and hemispheres.	Use plan perspectives and land use maps to compare the locations. Use grid references, directional language, symbols and keys on a map. Compare aerial maps and land use maps to make links to their issues.
Diversity Links	Black lives matter - movement which helps fight discrimination toward people of colour. In 2012 African American teenager Trayvon Martin (17) was followed by a police officer who thought he was suspicious and got into an argument with him. Zimmerman then shot and killed Martin. In 2020 a man named George Floyd was unjustly killed by the police.	Recap on learning from (YR 3/4 CYCLE A) Sir David Attenborough's birthday on the 8th of May making him 96. He reports on the huge ecological and biological turmoil faced by the Earth'. He has 32 university degrees for his contribution to science and education. He works hard to educate against plastic pollution with his <i>Blue Planet</i> series, Sir David Attenborough continues to inspire the world to fight for the ocean conservation. Sir David Attenborough's net worth is £32.36 million.	Recap on learning from (YR3/4 CYCLE A) Swedish student Greta Thunberg was 15 when she made her parents reduce their carbon footprint. She is now a 19yr old environmental activist who is known for challenging world leaders to take immediate action for climate change. Focus on Children and youth leading the fight against climate change. As the world is home to the largest generation of youth in history- 1.8 billion young people between the ages of 10 to 24. These young people will suffer the consequences and will bear the costs of inaction on the climate crisis unless they act now to protect their future world. Young people are determined not to simply be victims of climate change. Children and youth have discovered their massive power to hold decision-makers accountable. In September 2019 more than



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			46 million young people and children from over 150 countries around the world went on a climate strike considered as the largest demonstration in history.
Vocabulary	Countries, North America, cities, population, land-use, equator, northern hemisphere, southern hemisphere, arctic, temperature, climate, Antarctic, time zones, prime, Greenwich, Meridian, physical, human, environmental, housing, coastal, oceans	Biomes, vegetation belts, tundra, dessert, coniferous, habitat, weather, temperature, climate, human, physical, zones, adapt	Pollution, agriculture, deforestation, climate, ozone, global warming, carbon footprint, ice caps, sea level, damage, emissions, sea levels, fossil fuels, settlements, greenhouse gas, biodiversity, carbon footprint,

Knowledge in red is aimed at year 5, Knowledge in green is aimed at year 6, Knowledge in black is aimed at both year 5 & 6

Year 5/6 Cycle B	Advent 2	Lent 2	Pentecost 2
HISTORY	Ancient Greece- society with faiths and beliefs	Ancient Greece- legacy of their culture	How world war II impacted on life of children
Topic	World Countries LOCATIONAL KNOWLEDGE Locate using maps the countries of South America including major cities. Revisit the and identify the relationship between the equator/northern hemisphere/southern hemisphere/arctic and Antarctic – Focus on tropic of cancer and Capricorn with a focus longitude and latitude. time zones prime/Greenwich/Meridian Key physical and human characteristics- Environmental regions	Human & Physical Geography Climate zones, biomes & vegetation belts deciduous, savannah, rainforest-recap from Brazil	COMPARISON STUDY Similarities and differences of human and physical geography between Greater London-City of London and North America (Build on knowledge of North America from Cycle A)



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<p>Core Knowledge</p> <p>(National Curriculum)</p>	<p>Know the location of the world's countries, using maps to focus on South America.</p> <p>Know some key physical and human characteristics and major countries within South American.</p> <p>Know locations of South American countries in relation to the equator, Northern Hemisphere, and Southern Hemisphere.</p> <p>Know the environmental zones of the countries in South American and how they differ due to the position of the earth.</p> <p>Know and be able to calculate what time zones they are in.</p>	<p>Know how to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Know how to define the climate zones and what weather they experience.</p> <p>Know how to locate the world's countries, using maps to focus on chosen environmental regions.</p> <p>Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Know we need to extend knowledge and understanding beyond the local area to include our Capital city- London to North America.</p> <p>Know how to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Know how to locate both areas on a map and identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p>Know how to research comparative locations and understand geographical similarities and differences through the study of human and physical geography.</p> <p>Know how we can 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>
<p>Wider Knowledge</p>	<p>Know where America is in relation to the UK and the difference in size.</p> <p>Know and name the seven continents, focusing on North and South America. (Europe from Yr 3/4)</p> <p>Know where the equator runs and what it means for the countries nearest to it.</p> <p>Know the scale of America.</p> <p>Know facts about America- President, capital, currency etc</p> <p>Know that South America consists of 12 countries</p>	<p>Following on from last term's South America topic</p> <p>Know what environment some countries have linked to their biomes.</p> <p>Be able to match a place to the biome and even habitat.</p> <p>Be able to locate the country on a map and facts about that place.</p> <p>Link this to their study of Brazil and the rainforest biome.</p> <p>Know how to use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>Know what physical and human features in geography are and give examples.</p> <p>Understand what similar and different means</p> <p>Understand that we have a capital city in England which is London, chosen due to the position within the UK.</p> <p>Know where London is on the map.</p> <p>Know and understand that London is the capital then Greater London covers a larger area to include its neighbouring towns and smaller cities.</p> <p>Know where North America is on the map.</p> <p>Know some similarities and difference between there and London.</p>



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	<p>Know that North America is bigger than South America</p> <p>Know how land use has changed over time due to weather and population.</p> <p>Know it is a very large country with a large varied population.</p> <p>Know that South America is the fourth largest continent in size and the fifth largest in population.</p> <p>Know it is primarily in the southern hemisphere and bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.</p> <p>Know it has the Andes Mountain Range and the Amazon River (2nd longest river in the world).</p> <p>Know that the highest point in South America is in the Andes Mountains in Argentina.</p>	<p>and describe features studied.</p> <p>Know that deciduous forest is where trees lose their leaves seasonally</p> <p>Know an unusual climate along the northern coast of Peru and southern coast of Ecuador is responsible for the extraordinary deciduous dry forests.</p> <p>Know that even though these forests lie on the equator, in the rain shadow of the Andes, the world's longest mountain range.</p> <p>Know that Savannah is usually a transitional zone between a forest and a grassland.</p> <p>Know that Savannah has tall trees, like a forest, they are spread out and the ground is covered in grasses, like a grassland</p> <p>Know that the Cerrado is by far the largest savannah region in South America.</p> <p>Know that the Amazon rainforest is in South America. (Recap from last term)</p> <p>Know that the tropical rainforest is a hot, moist biome where it rains all year long.</p> <p>Know that it is known for its dense canopies of vegetation that form three different layers and what each layer does and its name.</p> <p>Know how to label a diagram of the layers of the rainforest and give an explanation.</p>	<p>http://projectbritain.com/compare/usa.htm</p> <p>Linked to GMT from last term understand that North America is six hours ahead of us in time.</p> <p>Understand how we are positioned compared to North America on a map.</p> <p>Know how we can get there.</p> <p>Know what transport links we have to America and what we may transport from them through trade links.</p> <p>Know what we would have to trade with America what can they provide us with and why.</p> <p>Know the main differences between London and North America- currency, no royal family, flag.</p> <p>Know the more detailed difference between North America- population and density, no free medical care or education.</p>
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Skills	<p>Use aerial photo's maps and topography to observe the environmental regions, key physical and human characteristics and major countries.</p> <p>Use maps and google earth to see key topographical features (including hills, mountains, coasts and rivers)</p> <p>Label a map of South America</p> <p>Understand the scale and compass directions to accurately label and name places.</p>	<p>Map reading to locate areas of America.</p> <p>Understanding of habitats and associated resources.</p> <p>Use aerial maps and atlases to find areas of interest.</p> <p>Use google earth to see the biomes.</p> <p>Mark on the biomes onto a map.</p> <p>Use compass points and directional vocabulary.</p> <p>Match an animal and vegetation to its biome.</p>	<p>Record findings in a simple table</p> <p>Using aerial maps, photos and an atlas to locate London and North America.</p> <p>Use topographical maps to compare and use and key physical features of both locations</p> <p>Have some knowledge of London linked to history lessons.</p> <p>Use plan perspectives and land use maps to compare the two locations of the London and North America</p> <p>Use grid references, directional language, symbols and keys on a map.</p> <p>Be able to make observations about buildings in both locations.</p>
Diversity Links	<p>Barack Obama- In 1988, he went to Harvard Law School. Returning to Chicago, he joined a small law firm specializing in civil rights. He was elected president in 2008, he became the first African American to hold the office.</p>	<p>Despite the extreme weather, dense forests and dry grasslands football is a much loved sport!</p> <p>Neymar born February 5, 1992, Mogi das Cruzes, Brazil), one of the top scorers in his country's football history.</p> <p>June 2013 Neymar signed a five-year contract with FC Barcelona after a trade with Santos in exchange for £198.5 million one of the most expensive soccer transfers in history.</p> <p>August 2017 he made a departure to the French club Paris Saint-Germain (PSG) for a then record £235 million transfer fee. He also became the new face of PSG, and became the highest-paid player in the world, £40.8 million annual salary</p>	<p>Boris Johnson, the Prime Minister of the United Kingdom from 2019 to 2022, was born in New York City. Until 2016, he held dual citizenship of both the United States and the United Kingdom</p> <p>London is one of the most multicultural cities within Europe. Approximately one third of the people living in London were born outside of the United Kingdom. Also, there are thought to be more than 200 different languages spoken in the city at any given time. London is an extremely cosmopolitan city, featuring people, food, styles, and cultural buildings from a variety of ethnic backgrounds. Roughly 270 or so different nationalities are represented in London and this can be seen throughout the various neighbourhoods and areas that make up the mosaic of people in this major city.</p>
Vocabulary	<p>Countries, North America, cities, population, land-use, equator, northern hemisphere, southern hemisphere, artic, temperature,</p>	<p>Biomes, vegetation belts, habitat, weather, temperature, climate, human, physical, zones, deciduous, savannah, rainforest, adapt,</p>	<p>Land use, buildings, population, location, scale, compare, similar, different, transport, airport,</p>



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	climate, Antarctic, time zones, prime, Greenwich, Meridian, physical, human, environmental, housing, coastal, oceans, Amazon, Mountain range, tropical		human, physical, landmarks, languages, currency, monarchy, ethnicity, nationalities.
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