



# St. John's CE Primary School

## Geography Long Term Plan. (See Oddizzi)

QEGSMAT

### Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Early Years Framework and National Curriculum

Early Years Framework and National Curriculum	
<b>Nursery</b>	<b>Mathematics</b> <ul style="list-style-type: none"><li>• Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li><li>• Describe a familiar route.</li><li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li></ul> <b>Understanding the World</b> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>
<b>Reception</b>	<b>Understanding the World</b> <ul style="list-style-type: none"><li>• Draw information from a simple map.</li><li>• Recognise some similarities and differences between life in this country and life in other countries.</li></ul>



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	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>					
<b>ELG - People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>					
<b>ELG – The Natural World</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS Nursery</b>	Describe a familiar route.	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		Discuss routes and locations, using words like 'in front of' and 'behind'.	



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<b>EYFS Reception</b>	Draw information from a simple map.		Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them.	Recognise some environments are different to the one in which they live.	
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<p><b><u>Weather and climate*</u></b> (fieldwork opportunity)</p> <p>Enquiry 1: How is the year organised into months and seasons?  <a href="#">Learning Objective</a>            Order the months of the year and recognise seasons.</p> <p>Enquiry 2: What are the differences between the seasons?  <a href="#">Learning Objective</a>            Spot the differences between the seasons</p> <p>Enquiry 3: How can I show what season I am in?  <a href="#">Learning Objective</a></p>	<p><b><u>United Kingdom*</u></b> (fieldwork opportunity)</p> <p>Enquiry 1: What is the United Kingdom?  <a href="#">Learning Objective</a>            Check my understanding of the United Kingdom and locate the four countries of the United Kingdom</p> <p>Enquiry 2: What can I find out about the United Kingdom?  <a href="#">Learning Objective</a>            Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Enquiry 3: What are the UK's countries like?</p>	<p><b><u>Local area*</u></b> (integrates fieldwork)</p> <p>Enquiry 1. What are the main features of our school grounds?  <a href="#">Learning Objective</a>            Use fieldwork to identify and record the main features of the school grounds.</p> <p>Enquiry 2. What sort of area do I live in?  <a href="#">Learning Objective</a>            Know the difference between rural and urban areas, including your own.</p> <p>Enquiry 3. What are the main features of our school grounds?  <a href="#">Learning Objective</a>            Use fieldwork to identify and record the main features of the school grounds.</p>



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	<p>Find clues to decide which season we are in.</p> <p>Enquiry 4: How do people dress for different kinds of weather?</p> <p><u>Learning Objective</u> Identify the types of clothing worn in different weather</p> <p>Enquiry 5: How can I tell the weather's story?</p> <p><u>Learning Objective</u> Identify the types of weather we have in the United Kingdom and record the daily weather in our area</p> <p>Enquiry 6: How does the weather affect people's work?</p> <p><u>Learning Objective</u> Explore how the weather affects different jobs.</p>	<p><u>Learning Objective</u> Explain the differences between human and physical features</p> <p>Enquiry 4: What are the UK's capital cities like?</p> <p><u>Learning Objective</u> Describe the human and physical features of one of the UK's capital cities</p> <p>Enquiry 5: What do I know about a country in the UK?</p> <p><u>Learning Objective</u> Share my understanding of the UK.</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language (to describe to location of features and routes on a map.</p> <p>Enquiry 4. What can I find out about my local area?</p> <p><u>Learning Objective</u> Use fieldwork to identify and record the main features of the local area</p> <p>Enquiry 5. How can I describe my local area?</p> <p><u>Learning Objective</u> Using data collected during fieldwork, recount the journey through the local area.</p>
<b>Year 2</b>	<p><b><u>Continents and oceans</u></b></p> <p><b>Enquiry 1:</b> Where in the world am I?</p> <p><u>Learning objective:</u> Understand where I am in the world.</p> <p><b>Enquiry 2:</b> Where are the world's continents?</p>	<p><b><u>Hot and cold places</u></b></p> <p><b>Enquiry 1:</b> Where are the world's hot and cold places?</p> <p><u>Learning Objective</u> Identify hot and cold places and locate them on a map.</p>	<p><b><u>Mugumareno Village, Zambia</u></b></p> <p><b>Enquiry 1:</b> Where in the world is Zambia and what is the climate like there?</p> <p><u>Learning Objective</u> To locate Zambia To find out about Zambia's key physical and human features.</p>



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<p><u>Learning objective:</u> Locate on a map the seven continents.</p> <p><b>Enquiry 3:</b> Where are the world's oceans? <u>Learning objective:</u> Locate on a map the oceans that link the continents</p> <p><b>Enquiry 4:</b> How can I show the continents and oceans on a map? <u>Learning objective:</u> Describe where different continents are located.</p> <p><b>Enquiry 5:</b> What are the main features of each continent? <u>Learning objective:</u> Spot the physical and human features of a continent.</p> <p><b>Enquiry 6:</b> What is special about each continent? <u>Learning objective:</u> Share my understanding of a continent.</p>	<p><b>Enquiry 2:</b> What is it like in the world's hot and cold places? <u>Learning Objective</u> Recognise the features of a hot and a cold place</p> <p><b>Enquiry 3:</b> Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? <u>Learning Objective</u> Explore a hot or cold place</p> <p><b>Enquiry 4:</b> How do animals adapt to hot and cold places? <u>Learning Objective</u> Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p><b>Enquiry 5:</b> What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place? <u>Learning Objective</u> Compare a pack list for a trip to a hot place with a list for a cold place.</p> <p><b>Enquiry 6:</b> How can I describe what it is like in a hot or cold place? <u>Learning Objective</u></p>	<p><b>Enquiry 2:</b> Where is Mugurameno? <u>Learning Objective</u> To locate the village of Mugurameno. To write a list of questions we want to answer about Mugurameno village.</p> <p><b>Enquiry 3:</b> How do people use the river in Mugurameno? <u>Learning Objective</u> To find out about how people use the river in Mugurameno. To compare how people use the river in Mugurameno with different ways that people use a river near you.</p> <p><b>Enquiry 4:</b> How are the lives are children in Mugurameno different than the lives of children in Forsbrook? <u>Learning Objective</u> To compare the lives of children in Mugurameno with our own</p> <p><b>Enquiry 5:</b> How is school life different in the village of Mugurameno? <u>Learning Objective</u> To compare school life in Mugurameno and where we live.</p>
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		Describe what you would see in a hot or cold place.	
<b>Year 3</b>	<p><b><u>Climate zones</u></b></p> <p><b>Enquiry 1:</b> Why does a place's location in the world affect its climate?  <u>Learning Objective:</u> Identify the different lines of latitude and explain how latitude is linked to climate</p> <p><b>Enquiry 2:</b> What on earth is a climate zone?  <u>Learning Objective:</u> Locate different climate zones and explore the differences between the Northern and Southern Hemispheres</p> <p><b>Enquiry 3:</b> How is the climate in the UK different from that in the tropics?  <u>Learning Objective:</u> Compare temperate and tropical climates</p> <p><b>Enquiry 4:</b> How does the climate vary around the world?</p>	<p><b><u>North America</u></b> <i>(medium-term plan)</i></p> <p><b>Enquiry 1:</b> Where is North America and what is it like?  <u>Learning Objective</u>          Locate North America on a world map, including through using latitude and longitude.</p> <p><b>Enquiry 2:</b> Where and what is the United States of America?  <u>Learning Objective</u>          Children locate the United States of America and explain its name.</p> <p><b>Enquiry 3:</b> What are the Rockies like?  <u>Learning Objective</u>          To understand the human and physical geography of the Rockies.</p> <p><b>Enquiry 4:</b> What happened when Mount St Helens erupted?  <u>Learning Objective</u>          To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.</p>	<p><b><u>South America</u></b></p> <p><b>Enquiry 1:</b> Where is South America and what is it like?  <u>Learning Objective:</u> Children are able to locate South America on a world map and identify some of its key features</p> <p><b>Enquiry 2:</b> What time is it in different parts of South America?  <u>Learning Objective:</u> To locate South American countries and capitals, in order to compare the time difference between them and the UK.</p> <p><b>Enquiry 3:</b> How does Brazil compare with my country?  <u>Learning Objective:</u> To compare key facts about Brazil with facts about your country.</p> <p><b>Enquiry 4:</b> What's special about Rio de Janeiro?</p>



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	<p><u>Learning Objective:</u> Explore weather patterns within a climate zone</p> <p><b>Enquiry 5:</b> What is the weather like on a typical day for places in different climate zones?</p> <p><u>Learning Objective:</u> Write a weather forecast for a typical day in your choice of climate zone Compare the climates of Seville and Santiago.</p> <p><b>Enquiry 6:</b> What is special about each climate zone?</p> <p><u>Learning objective:</u> identify the characteristics of each climate zone</p>	<p><b>Enquiry 5:</b> Which US state would I like to live in and why?</p> <p><u>Learning Objective</u> To investigate and evaluate the key features of a US state.</p>	<p><u>Learning Objective:</u> To use photographs and information texts to imagine daily life in Rio de Janeiro</p> <p><b>Enquiry 5:</b> How is my life linked to south-east Brazil?</p> <p><u>Learning Objective:</u> To investigate trade links with southeast Brazil.</p> <p><b>Enquiry 6:</b> Were the 2016 Olympic Games good for Brazil?</p> <p><u>Learning objective:</u> To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games</p>
<b>Year 4</b>	<p><b><u>Ecuador Rainforests</u></b> (Episodes 1-6)</p> <p><b>Enquiry 1:</b> Where is the rainforest?</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To locate the Equator, South America and rainforest biomes on a world map.</li> <li>• To understand what is meant by a biome.</li> <li>• To use geographical language to describe biomes and key elements on a world map (e.g. the Equator and the Tropics).</li> </ul>	<p><b><u>Ecuador Rainforests</u></b> (Episodes 7-12)</p> <p><b>Enquiry 7:</b> What can we learn from a visit to the Achuar Villages? (first of two lessons)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• To collect data from field observations during a virtual visit to an Achuar village.</li> <li>• To use this field data to compare and contrast the features and activities. observed in this Achuar village with those in children's own home area.</li> </ul>	<p><b><u>Rivers*</u></b> (fieldwork opportunity)</p> <p><b>Enquiry 1:</b> What is a river?</p> <p><u>Learning Objective:</u> Describe the water cycle, explain what a river is and locate the world's longest rivers on a map</p> <p><b>Enquiry 2:</b> How do people use rivers?</p> <p><u>Learning Objective:</u> Describe how rivers are used around the world</p>





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<p><b>Enquiry 2:</b> How can we get to the Amazon rainforest?</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>• To use a range of maps to locate key locations on the journey from London to the Ecuadorian Rainforest.</li><li>• To describe the key features of a journey from London to the Ecuadorian Rainforest.</li><li>• To devise map symbols for a journey.</li></ul> <p><b>Enquiry 3:</b> How are we connected to the tropical rainforest?</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>• To describe a selection of rainforest products that are exported and used elsewhere in the world</li><li>• To begin to understand children's everyday personal and local connections to the rainforest</li><li>• To begin to consider why the Amazon rainforest needs protecting.</li></ul> <p><b>Enquiry 4:</b> What are the main features of the rainforest and what grows there?</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>• To understand the characteristics, scale and uses of selected rainforest plants.</li></ul>	<ul style="list-style-type: none"><li>• To consider and reflect on how places and people are sometimes described to those who are unfamiliar with them.</li></ul> <p><b>Enquiry 8:</b> What can we learn from a visit to the Achuar Villages?(second of two lessons)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>• To map data from a virtual visit to an Achuar village in sequence, using a journey stick.</li><li>• To use this data to create a short-written account of a visit to the village.</li><li>• To briefly consider some similarities and differences between the two Achaur villages visited.</li></ul> <p><b>Enquiry 9:</b> How is the rainforest changing?</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>• To understand keywords relating to the concepts of deforestation and sustainability.</li><li>• To know some of the ways in which the Amazon rainforest is changing and some of the reasons why.</li><li>• To understand perspectives from two Indigenous people on why change to the rainforest matters.</li></ul>	<p><b>Enquiry 3:</b> What journeys do rivers make?</p> <p><u>Learning Objective:</u> Identify the stages and features of a river, and the way that land use changes from the source to the mouth</p> <p><b>Enquiry 4:</b> How do people change rivers?</p> <p><u>Learning Objective:</u> Recognise and explain how human activity affects rivers</p> <p><b>Enquiry 5:</b> How can flooding affect people?</p> <p><u>Learning Objective:</u> Recognise and explain how flooding affects communities.</p> <p><b>Enquiry 6:</b> What can I find out about the world's longest rivers?</p> <p><u>Learning objective:</u> Identify the key characteristics of one of the world's longest rivers</p>
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<ul style="list-style-type: none"><li>● To make observations – including through the use of fieldwork techniques – to investigate the natural features of the Ecuadorian rainforest.</li><li>● To use virtual and local fieldwork data to compare the features of the forest floor with data captured in the children's own school area.</li></ul> <p><b>Enquiry 5:</b> What are the main features of the rainforest and what grows there? (Second of two lessons)</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>● To make predictions about transpiration in the rainforest and compare those predictions with actual rainforest data.</li><li>● To understand the characteristics, scale and uses of selected rainforest plants.</li><li>● To make observations – including through the use of fieldwork techniques – to investigate the natural features of the Ecuadorian rainforest and compare these with the children's own school area.</li></ul> <p><b>Enquiry 6:</b> What animals live in the Ecuadorian rainforest?</p> <p><u>Learning objectives:</u></p>	<p><b>Enquiry 10:</b> How can we help protect the rainforests?</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>● To know the meaning of a selection of ethical and environmental logos on common products.</li><li>● To understand how personal, local and schoolbased choices can help protect the rainforest.</li><li>● To write a persuasive text that proposes sustainable choices for purchases made by the school.</li></ul> <p><b>Enquiry 11:</b> Our message to the rainforest.</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>● To reflect on the journey through the Ecuadorian rainforest.</li><li>● To create a personal pledge based on our connections to and responsibilities towards the rainforest.</li></ul> <p><b>Enquiry 12:</b> PLENARY/ WRITTEN ASSESSMENT</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>● To review experiences and key learning points from the entire virtual fieldwork journey to the Ecuadorian Rainforest.</li></ul>	
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	<ul style="list-style-type: none"> <li>• To make predictions about animal biodiversity in the rainforest and compare those predictions with actual visual and sound data.</li> <li>• To use a tally chart and sound data to record animal biodiversity in the Ecuadorian rainforest.</li> <li>• To write a description that demonstrates a sense of place in relation to the Ecuadorian Rainforest.</li> <li>• To review learning to date about the Ecuadorian Rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>• To plan a contribution to an assembly based on the learning from one element of the rainforest journey.</li> <li>• To share what has been learned about the rainforest with peers, the class and others.</li> </ul>	
<b>Year 5</b>	<p><b><u>Mountains*</u></b> (fieldwork opportunity)</p> <p><b>Enquiry 1:</b> What is a mountain?</p> <p><u>Learning Objective:</u> Describe what a mountain is and locate the world's 'Seven Summits' on a map</p> <p><b>Enquiry 2:</b> How are mountains made?</p> <p><u>Learning Objective:</u> Describe the key features of mountains and how they are formed</p> <p><b>Enquiry 3:</b> What is it like on a mountain?</p> <p><u>Learning Objective:</u> Describe the</p>	<p><b><u>Volcanoes and earthquakes</u></b> (NB: this is a longer Scheme)</p> <p><b>Enquiry 1:</b> What lies beneath the surface of the earth?</p> <p><u>Learning Objective:</u> Find out about the structure of the earth and label a diagram.</p> <p><b>Enquiry 2:</b> What happens when the earth plates meet?</p> <p><u>Learning Objective:</u> Describe what happens at the boundaries between the Earth's plates</p> <p><b>Enquiry 3:</b> What goes on inside a volcano?</p>	<p><b><u>European region</u></b> (medium-term plan)</p> <p><b>Enquiry 1:</b> Where is Europe and what are its countries like?</p> <p><u>Learning Objective:</u> Children are able to locate Europe and investigate key information about its principal countries</p> <p><b>Enquiry 2:</b> Why would you visit the Mediterranean?</p> <p><u>Learning Objective</u> To explore tourism in the Mediterranean region</p> <p><b>Enquiry 3:</b> Why are migrants coming to Greece?</p>



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	<p>climate of mountains and explore mountain life</p> <p><b>Enquiry 4:</b> What are the UK's highest mountains like?  <u>Learning Objective:</u> Explore and locate the UK's highest mountains</p> <p><b>Enquiry 5:</b> What is it like in the Himalayas?  <u>Learning Objective:</u> Recognise the importance of the Himalayas for people living in the region</p> <p><b>Enquiry 6:</b> What can I find out about the world's highest mountains?  <u>Learning objective:</u> Share your knowledge about a world-famous mountain or mountainous region</p>	<p><u>Learning Objective:</u> Describe and explain the key features of a volcano</p> <p><b>Enquiry 4:</b> What can we learn from some famous earthquakes?  <u>Learning Objective:</u> Locate where famous earthquakes have occurred and write a report</p> <p><b>Enquiry 5:</b> What can I find out about real volcanoes?  <u>Learning Objective:</u> Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p><b>Enquiry 6:</b> How do earthquakes affect people and places?  <u>Learning objective:</u> Identify the effects of earthquakes on land and people</p> <p><b>Enquiry 7:</b> What help do people need before and after an earthquake?  <u>Learning objective:</u> Identify the help people need after an earthquake</p> <p><b>Enquiry 8</b> What could you do if an earthquake happened?  <u>Learning objective:</u> Identify how to prepare for an earthquake</p>	<p><u>Learning Objective:</u> To understand some of the factors affecting migration into Europe through Greece</p> <p><b>Enquiry 4:</b> What is the landscape of Greece like today?  <u>Learning Objective:</u> To investigate the landscape of Greece, its features and how it is used</p> <p><b>Enquiry 5:</b> Where would you visit in Athens?  <u>Learning Objective:</u> To investigate some of the main features of Athens</p> <p><b>Enquiry 6:</b> How does everyday life in Athens compare with that in other places?  <u>Learning objective:</u> To compare everyday life for a child in Athens with that in other places</p>
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		<p><b>Enquiry 9:</b> What happens when a volcano erupts?  <u>Learning objective:</u> Report on the effects of a volcanic eruption</p> <p><b>Enquiry 10 :</b> What would it be like to live near a volcano?  <u>Learning objective:</u> Evaluate the advantages and disadvantages of living near a volcano</p>	
Year 6	<p><b><u>United Kingdom*</u></b> (fieldwork opportunity)</p> <p><b>Enquiry 1:</b> What is unique about each of the UK's countries?  <u>Learning Objectives:</u>            To compare and contrast the different countries of the UK</p> <p><b>Enquiry 2:</b> Where do people live in the UK?  <u>Learning Objectives:</u>            To identify where I live in the UK and locate the UK's major cities</p> <p><b>Enquiry 3:</b> What are the main physical features of the UK?  <u>Learning Objectives:</u>            To identify physical characteristics of the</p>	<p><b><u>Local area and region - Upper KS2*</u></b> (integrates fieldwork)</p> <p><b>Enquiry 1:</b> How does my local area and my region fit in with the wider world?  <u>Learning Objective</u>            To locate the region and local area in relation to other places            To use an aerial image to describe the key physical and human features of the region and local area            To understand local, regional, national and international links to the local area</p> <p><b>Enquiry 2:</b> Can I identify and locate the main features of my region?  <u>Learning Objective</u>            To identify the principal features of a region within the UK</p>	



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	<p>UK</p> <p><b>Enquiry 4:</b> How do human activities affect the UK's landscape? <u>Learning Objectives:</u> To understand how people have affected the UK's landscape</p> <p><b>Enquiry 5:</b> What work do people in the UK do? <u>Learning Objectives:</u> To describe and explain the sorts of industries in which people in the UK work.</p> <p><b>Enquiry 6:</b> How can the UK manage its energy needs? <u>Learning Objectives:</u> To understand the different types of energy sources used in the UK. To evaluate the advantages and disadvantages of solar and wind energy</p>	<p>To locate key sites on a regional map To use scale on a map to measure approximate distances To use distance and compass points to identify the approximate location of a place.</p> <p><b>Enquiry 3:</b> How might our region meet people's needs? <u>Learning Objective</u> To consider how a region can meet the needs of its population To identify key human needs and processes.</p> <p><b>Enquiry 4:</b> Is this a place fit for people? <u>Learning Objective</u> To gather evidence through urban fieldwork of how a region is meeting people's needs.</p> <p><b>Enquiry 5:</b> How can I create a needs map of the place I have visited? <u>Learning Objective</u> To annotate an Ordnance Survey map to accurately locate specific sites To create symbols and a key for a simple land use map To create accurate six-figure grid references for specific sites</p>	
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		<p><b>Enquiry 6:</b> How does our region meet people's needs?</p> <p><u>Learning Objective</u></p> <p>Communicate geographical information about the region, using maps and writing at length.</p>	
	<p><b>Additional opportunities:</b></p> <ul style="list-style-type: none"><li>• <b>fieldwork</b></li></ul> <p>(opportunities linked to Schemes are marked with an asterisk: selected activities from the <u><b>Lower KS2 Local Area Scheme</b></u> could be used at any point in Key Stage 2) •</p> <ul style="list-style-type: none"><li>• <b>topical opportunities</b> •</li><li>• <b>use of maps</b> •</li><li>• <b>key geographical vocabulary</b> •</li></ul>		