



# Geography Long Term Plan- Pencoys Primary School



	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	<i>What is our planet like?</i>	<i>Where do people live on this planet?</i>	<i>How do human and physical processes change our planet?</i>
Pre school	<b>Homes, farms, transport</b>	<b>Weather, woodlands,</b>	<b>France, local community, oceans</b>
	<ul style="list-style-type: none"> <li>• Make connections between features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respond to natural phenomena in their setting and on trips</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Show interest in different occupations</li> <li>• Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
YR	<b>Autumn: What do I know about you? Why is light important?</b>	<b>Spring: Where in the world am I? How does it grow?</b>	<b>Summer: Who helps us? What is under the sea?</b>
	<ul style="list-style-type: none"> <li>• Understanding where we live</li> <li>• Places around the world and other cultures</li> <li>• Small world: dolls house</li> <li>• Role play: home corner</li> <li>• Special places to people in communities</li> </ul>	<ul style="list-style-type: none"> <li>• Our local area</li> <li>• Maps of our local area</li> <li>• Local community</li> <li>• Visit to the local library</li> <li>• Different environments on Earth</li> <li>• Taking care of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Farming- Cornwall and farming in other areas of the world.</li> <li>• Oceans, sea creatures, taking care of the oceans</li> </ul>
	Literacy link – The Jolly Christmas postman, My Granny went to market	Literacy link – A plane full of plastic, Mama Miti ,	Literacy link – A day at the beach, Lifeboat crew
Y1	<b>What is Earth like?</b>	<b>Where do we live?</b>	<b>What is weather?</b>
	<ul style="list-style-type: none"> <li>• Spherical - view from space</li> <li>• Land and water on surface</li> <li>• Using globe, maps, atlas</li> <li>• Identify equator, north and south poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Mapwork: UK countries, Cornwall (county), Truro (city),Portreath (nearest beach town) Four Lanes (village).</li> <li>• Four Lanes study (physical and human features)</li> </ul>	<ul style="list-style-type: none"> <li>• Weather around the world - hot and cold climates</li> <li>• Equator, north and south pole (continent level).</li> <li>• Seasonal weather patterns in the UK.</li> </ul>
	<b>Cross curricular links:</b> Writing - labels	<b>Cross curricular links:</b>	<b>Cross curricular links:</b> Science - seasonal changes
Y2	<b>What is the water and land on our planet?</b>	<b>What is the United Kingdom?</b>	<b>What is it like to like to live near the equator?</b>
	<ul style="list-style-type: none"> <li>• Continents, seas and oceans</li> <li>• Map work (world scale) habitats,</li> <li>• Human and physical features of planet earth.</li> </ul>	<ul style="list-style-type: none"> <li>• United Kingdom, countries, surrounding seas and capital cities.</li> <li>• Key Physical and human features of each country.</li> <li>• Using maps, globes, atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Country comparison Trinidad and Tobago / UK physical and human features</li> <li>• seasons</li> <li>• Location of Cornwall, England, UK, Trinidad and Tobago, Caribbean, North America</li> <li>• Caribbean culture (BAME)</li> </ul>
	<b>Cross curricular links:</b> Science – lifecycles Guided read – Dougal’s Diary	<b>Cross curricular links:</b>	<b>Cross curricular links:</b> DT – food and where it grows
Y3	<b>What exactly is a biome?</b>	<b>What would it be like to live in a city?</b>	<b>How are forests used in the United Kingdom?</b>

	<ul style="list-style-type: none"> <li>• Introduction to world biomes and their features</li> <li>• The desert as a biome example</li> <li>• Water as a resource</li> <li>• Locations and features of deserts around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Counties and cities of the UK</li> <li>• Similarities and difference between Truro/ London (cities)</li> <li>• Physical/ human features of London/ Truro</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Features and location of forest biomes (focus on UK deciduous forest)</li> <li>• Forests as a resource – human impact recreation</li> </ul>
	<b>Cross curricular links:</b> Reading – The Desert Challenge, Bear Grylls	<b>Cross curricular links:</b>	<b>Cross curricular links:</b> Writing – The Tin Forest
Y4	<b>Why is the conservation of our rainforests so important?</b>	<b>How does Greece compare to where I live?</b>	<b>What is the journey of a river like?</b>
	<ul style="list-style-type: none"> <li>• World biomes focus (forests) including comparison with UK</li> <li>• Rainforests and resources</li> <li>• Human impact</li> <li>• Locations and features of forest biomes around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Similarities and difference UK/ Greece</li> <li>• Physical and Human features of Greece</li> <li>• Mediterranean climate zone</li> <li>• How physical and human features impact settlement</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Locations of local and UK major rivers</li> <li>• Physical features of rivers</li> <li>• Rivers as a resource</li> <li>• How rivers impact settlement</li> </ul>
	<b>Cross curricular links:</b> Art – John Dyer Amazon Guided read – The explorer	<b>Cross curricular links:</b>	<b>Cross curricular links:</b>
Y5	<b>Where did all the ice go?</b>	<b>Who are our European Neighbours?</b>	<b>What happens when the ground moves?</b>
	Arctic Tundra and Antarctic habitats <ul style="list-style-type: none"> <li>• Polar climate zone</li> <li>• Biomes – physical and human features</li> <li>• Longitude and latitude</li> <li>• Climate change – impact of human activities (positive and negative)</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Key physical and human of European countries e.g. major rivers, mountain ranges.</li> <li>• Locational features of European countries and capital cities (inc. Russia) Countries, capitals,</li> <li>• European climate zones</li> <li>• Reasons for the migration of people</li> <li>• Life of a refugee</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of the Earth</li> <li>• Location and physical processes of mountains, Volcanoes and Earthquakes</li> <li>• Impact of Earthquakes and Volcanoes on humans</li> <li>• How humans are able to live alongside these</li> </ul>
	<b>Cross curricular links:</b> Art – Arctic landscapes textiles Reading – Sky Song	<b>Cross curricular links:</b> Reading – Boy at the Back of the Class	<b>Cross curricular links:</b> Writing – information texts Science – properties and changes in materials
Y6	<b>How can we save our seas?</b>	<b>Can our planet provide for everybody?</b>	<b>What is the future for Cornwall?</b>
	<ul style="list-style-type: none"> <li>• World biomes focus Oceans</li> <li>• The ocean as a sustainable and unsustainable resource</li> <li>• Human impact locally and globally</li> <li>• Impact of climate change and rising sea levels</li> <li>• Location and features of ocean biomes</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Population and population change.</li> <li>• Impact of population growth on resources e.g. food</li> <li>• Global country comparison (scale)</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping</li> <li>• Key business and industry</li> <li>• Impact of physical environment and resources on industry</li> <li>• Diversification of industry for the future.</li> </ul>
	<b>Cross curricular links:</b> Art – mixed media art with a message	<b>Cross curricular links:</b>	<b>Cross curricular links:</b>