

**AYCLIFFE VILLAGE PRIMARY SCHOOL**  
*Great oaks from tiny acorns grow*



**Geography Long Term Plan 2020 – 2021**

	Autumn Term	Spring Term	Summer Term
<p><b>Reception</b> <b>Willow Class</b></p>	<p><b>All about me – Celebrations</b>                      Local environment                      My house                      Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.</p>	<p><b>Space – Oliver’s Vegetables/Fruit</b>                      Comparing space and environment to local environment                      Looks closely at similarities, differences, patterns and change.</p>	<p><b>The Very Hungry Caterpillar – Under the sea</b>                      Comparing under the sea and environment to local environment                      Looks closely at similarities, differences, patterns and change. Know about similarities and differences in relation to places, objects, materials and living things                      Talk about the features of their own immediate environment and how environments might vary from one another</p>
<p><b>Year 1</b> <b>Horse Chestnut Class</b></p>	<p>Geographical Skills and fieldwork  <b>My School – My Home</b>                      Explore school and grounds, making maps and using maps. Describe an area of our school for your family.                      Describe one feature/one special place in local area. Church                      Add detail to simple maps – Church.                      When we arrive how do we know</p>	<p>Location and Place Knowledge  <b>Me and my UK</b>                      Countries, capitals and seas                      Snail and the Whale (Medium term planning – Gabrielle)                      Snail visits capital cities to tell whale about it – train to Edinburgh and</p>	<p>Human and Physical Geography  <b>Me and my locality</b>                      Durham’s Hills, Rivers and Coasts.                      Basic map of County, signs and symbols on maps.</p>

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	<p>it's a church (create symbol) what other symbols could we add (own).</p> <p>Create a large scale map in class. Messy map of school grounds. Don't need to draw birds eye view yet but make children aware of google earth.</p> <p>Take a photograph of what you can see in your local area. Add a title and a label.</p>	<p>write postcards. How does he get to Belfast?</p> <p>Whale swims around coast- seas, teach directional language – North, East, South and West. Use Beebots.</p> <p>Add labels to an outline map of the UK showing countries, capitals and seas.</p>	<p>Coast study – Trip to the coast. Collect and annotate photos of coast, harbour, port.</p> <p>Possible locations for visit.</p> <p>Seaham – pebbly beach and harbour.                  Saltburn by the Sea (History Link)                  Crimdon Dene                  Tynemouth – Aquarium</p>
<p><b>Year 2</b> <b>Sycamore Class</b></p>	<p>Geographical Skills and fieldwork  <b>Local Area</b></p> <p>Opportunities to use simple compass directions (North, East, South and West) and simple maps – around school. Give simple aerial map school grounds – work in pairs to add detail to map (Squared paper)</p> <p>Surveys of local area.</p> <p>Local area –study other places in village (build on from Y1) signs and symbols.</p> <p>Could make maps of anywhere you visit (trips)</p> <p>Study types of houses and buildings/transport/ vegetation in local area.</p>	<p>Human and Physical Geography</p> <p><b>Exploring Hot and Cold Areas (Equator, North and South Poles)</b></p> <p><b>Meerkat Mail – Where should Sunny go next?</b></p> <p>Starts in desert – Africa, Hawaii, Madagascar, Great Wall of China, New York – Planning to BC.</p> <p>Locational Knowledge – 7 Continents and 5 Oceans. Name and label the continents and oceans on the outline map of the world.</p>	<p>Location and Place Knowledge</p> <p><b>Comparing Life in the UK and Non-European Country.</b></p> <p>Focus on similarities and differences. List Human/Physical features.</p> <p>Describe the human and physical features of places studied</p> <p><b>The UK and Japan (Olympics 2021)</b></p> <p>Compare photographs of two locations.</p>
<p><b>Year 3</b></p>	<p>Geographical Skills and Fieldwork</p>	<p>Locational Knowledge</p>	<p>Region of UK – Place Knowledge</p>

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<p align="center"><b>Lime Class</b></p>	<p align="center">Local Area –  <b>Why do we have cities?</b></p> <p>Describe the main physical features of a chosen city (Durham)</p> <p>List some of the factors, which are important when choosing the site for a settlement.</p> <p>How has local area changed over time?          Before fieldwork in the area</p>	<p align="center"><b>Is the UK the same everywhere?</b></p> <p>Exploring the UK – Name and locate counties and cities of the UK. Geographical regions and human/physical features.</p> <p>Look at two photographs of two different areas of in the UK. What physical features can you find?</p> <p>On an outline map of the UK, label the main regions, the main rivers and mountain ranges. Describe the landscapes of the UK's highlands.</p> <p>Talk about ways we use the land in the UK and population of the UK – is there a correlation between the two?</p>	<p align="center"><b>Why is the North East so special?</b></p> <p>focus on Rivers (including a trip)</p> <p>Trade – Human</p> <p>Potential school trip? Fieldwork          River Study: Skerne to Tees (source to mouth)</p> <p>Describe ways in which rivers shape the land. List some of the ways people might be affected if their local river was to flood.</p>
<p align="center"><b>Year 4          Silver Birch Class</b></p>	<p align="center">Location and Place Knowledge  <b>Newton Aycliffe changing over time</b></p> <p>Physical and human – old maps, local fieldwork.          (Are there any local links to factories or industry in area – Hyundai?)</p>	<p align="center"><b>Europe</b></p> <p>Why does Italy shake and roar?          (Planning provided)</p>	<p align="center"><b>Where does the food on my plate come from?</b></p> <p>Trade and farming (including local fieldwork visit to Tesco/Farm)          Broomhouse Farm (Possibly a free visit)</p>
<p align="center"><b>Year 5          Rowan Class</b></p>	<p align="center"><b>Where in the World?</b></p>	<p align="center"><b>Rescue Me!</b></p>	<p align="center"><b>The regions of France</b></p>

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	<p>Locate world countries and key human physical features  <b>WONDERS OF THE WORLD</b>                  Use atlases and maps of different scale</p> <p>Can link to current events.                  Equator and tropics.</p>	<p>Position and significance of lines of longitude and latitude and time zones.</p> <p>Message in a bottle – Planning provided, place descriptions, place comparisons</p> <p>Different vegetation and biomes.                  Possibly end with biomes in a box.</p>	<p>Weather, Human and Physical features, connections to other countries, similarities and differences – France and the UK. (South France – Mediterranean climate, North is more of a temperate climate)</p>
<p align="center"><b>Year 6                  Hawthorn Class</b></p>		<p align="center"><b>Fantastic Rainforests</b></p> <p>Human and Physical Geography –                  Why are rainforests important?</p> <p>Describe one of the natural processes you would find at work in the Amazon rainforest.</p>	<p align="center"><b>South America – Brazil</b>                  Investigating South America</p> <p>Describe the key features of a favela in Sao Paulo.</p> <p>Use your knowledge about a region in South America and a region of the UK to compare</p>

Geographical skills and fieldwork – ongoing across the year

Last updated **14/07/2020** by **C.Dean**