



Geography at Cardinham School

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local Area - School and Surroundings *			The United Kingdom *		Continents and Oceans
Year 2/3 (A)		Hot and Cold Places		Mugurameno Village, Zambia *		North America
Year 2/3 (B)		Volcanoes				The United Kingdom *
Year 4/5/6 (A)				European Study - Poland		Voyage of Darwin
Year 4/5/6 (B)		Volcanoes and Earthquakes		Changes to Cardinham Overtime *		Local Farming Industry *
Year 4/5/6 (C)	Rainforests	Climate Zones and Mountains		Amazon Basin		Rivers and Coasts *

* Indicates Fieldwork

Place-based Study

Locational Knowledge

Geographical Processes



Year 1			
	Year One Autumn One	Year One Spring Two	Year One Summer Two
Geography Unit	Local Areas	United Kingdom	Continents and Oceans
Builds On		Year One - Local Area (Autumn)	
Future Learning	Year 1 - United Kingdom (Year 1 - Spring 2)	Year 1 - Continents and Oceans (Year 1 - Summer 2)	Year 2/3 - Hot and Cold Places (Year A - Autumn A)
Vocabulary Place names Geographical Terms and processes Locational Terms	Cornwall, Bodmin, Cardinham building, bungalow, caravan, city, feature, flats, home, human, key, map, office, ordnance survey, physical, route, rural, scale, symbol, semi-detached, settlement, , street, symbol, terraced, town, urban, village local	across, Ben Nevis, capital, Belfast, Cardiff, city, Cornwall, country, east, Edinburgh, England, English Channel, Europe, features, human, Ireland, Irish Sea, London, map, nature, north, northern, North Sea, Northern Ireland, physical, river Scotland, sea, south, Cardinham, town, Union Jack, village, Wales, west, world	city, continent, country, county, east, Equator, Europe, features, human, land, map, nature, north, ocean, physical, south, town, Union Jack, village, west, The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America. The oceans: Arctic, Atlantic, Indian, Pacific and Southern
Map Work	<ul style="list-style-type: none"> Explore an aerial view of school and village. Using online aerial views and map views of the local area, discuss and locate the key features they have seen during fieldwork, and what they notice as the view 'zooms out'. Make a class simple model map of the village. 	<ul style="list-style-type: none"> Explore map of the world and globe and locate United Kingdom. Locate and label maps of the UK with its countries, capital cities and seas. 	<ul style="list-style-type: none"> Use map to locate and name home area, county and country Name and locate continents and oceans on world maps Use simple map references to explain how they would get from Europe to Africa. For example, if they start in B3, they will have to move south into B2.



	<ul style="list-style-type: none"> Consider the use of Ordnance Survey symbols in mapping the local area. 		
Critical knowledge, skills and understanding	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Know and understand the terms rural, urban, and settlement 	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Name and locate the four countries and capital cities of the United Kingdom. Name and locate surrounding seas of the United Kingdom. Name key landmarks and other physical and human features of the four countries e.g., River Thames, London Eye, Buckingham Palace, Ben Nevis, Snowdonia, Hadrian's Wall, Balmoral Castle etc. 	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Name and locate the world's continents and oceans.
	Human and Physical Geography <ul style="list-style-type: none"> Know and understand the terms rural, urban, and settlement 	Human and Physical Geography <ul style="list-style-type: none"> Compare land use in Cardinham with London. 	
	Geographical Skills and Fieldwork <ul style="list-style-type: none"> Use terms and human features Use aerial view map of school and village Understand symbols and name some Ordnance Survey Map symbols 	Geographical Skills and Fieldwork <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river. 	Geographical Skills and Fieldwork <ul style="list-style-type: none"> Use compass directions, north, south, east and west and simple grid references (A1, B3) to describe direction and position on large scale map of the world.



	<ul style="list-style-type: none">• Create a 3D map	key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	
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Year 2/3 - Year A			
	Autumn 2	Spring 2	Summer 2
Geography Unit	Hot and Cold Places	Mugurameno Village, Zambia	North America
Builds On	Year 1 - Continents and Oceans	Year 2/3 - Hot and Cold Places (Year A - Autumn 2)	Year 2/3 - Hot and Cold Places (Year A - Autumn 2)
Future Learning	Year 2/3 - Mugurameno Village, Zambia (Year A - Spring 2)	Year 2/3 - North America (Year A - Summer 2)	Year 4/5/6 - Rainforests (Year C - Autumn 1)
Vocabulary Place names Geographical Terms and processes Locational Terms	Adapt, adaptation, Amazon Rainforest, Antarctic Circle, Arctic Circle, Atacama Desert, Canada, desert, environment, The Equator, habitat, hibernate, iceberg, North Pole, nomad, Norway, rain, rainforest, river, Russia, Sahara Desert, sand dunes, savanna, South Pole, temperature, weather, world	Africa, continent, farm, features, habitat, human, Hyanja, physical, population, rural, savannah, Victoria Falls, waterfall, Zambezi River, Zambia	The Caribbean, Central America, Denali, Great Lakes, biomes, landscape, latitude, location, longitude, Mississippi River, mountain range, North America, north-east, Northern Hemisphere, north-west, rural, south-east, south-west, state, urban, Western Hemisphere
Map Work	<ul style="list-style-type: none"> Children annotate a world map with its main hot and cold places. Children use maps and globes to locate the Equator and the Poles. Consider the use of Ordnance Survey symbols in mapping the local area. 	<ul style="list-style-type: none"> Children locate Zambia and Africa on a map. Children use a map to locate Mugurameno within Zambia. They use maps and aerial views to compare its location with their local area. Children make a model of Mugurameno Village, showing how people protect themselves from natural hazards. They add scale models of homes to the village 	<ul style="list-style-type: none"> Children locate North America and some of its key features on a world map. They use world maps to investigate lines of longitude and latitude. They use map references to locate specific places within the continent. Children use maps and aerial film footage to identify the countries within North



		<p>model and compare it with their area in the UK.</p>	<p>America and states within the USA.</p> <ul style="list-style-type: none"> Children observe aerial footage of New York and compare these places with their home area
<p>Critical knowledge, skills and understanding</p>	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Locate the equator. Describe what they would see in a hot and a cold place. 	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Answer geographical questions about Mugumareno and compare to Cardinham. (What is this place like? Who lives here? What do people do here?) Describe Mugumareno using geographical vocabulary (see list). 	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Locate North America on a world map and explore landscape. Identify countries within North America on a map
	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Understand the difference between climate in relation to the equator and weather. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Explain what is similar and different about Cardinham and Mugumareno - specifically climate, village size, geographical features, buildings. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Compare physical features including mountains, rivers, seas, landscape Compare human geographical features (linked to biomes) including settlements land use and trade.
	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe the features of a hot or cold place using 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features including 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe key aspects of: Physical Geography, including rivers and mountains in North



	specific language (see vocabulary list).	river, soil, valley, vegetation and weather and key human features, including town, village, farm, house, office and shop	America. Human Geography, including settlements and land use.in North America.
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Year 2/3 - Year B		
	Autumn 2	Summer 2
Geography Unit	Volcanoes	The United Kingdom
Builds On		Year 1 - United Kingdom (Spring 2)
Future Learning	Year 4/5/6 - Volcanoes and earthquakes (Year B - Autumn 2)	Year 4/5/6 - Local Study of changes in Cardinham (Year B - Spring 2)
Vocabulary Place names Geographical terms and processes Location term	Active, appearance, ash cloud, boundaries, central vent, core, crater, crust, dormant, effects, eruption, Europe, evacuate, extinct, eye-witness, fertile, geothermal, impact, lava, layers, magma, mantle, map, Mount Loa, Mount Etna, Mount St Helens, Mount Vesuvius, natural hazard, North America, Pacific Ring of Fire, plate, Popocatepetl, side vent, structure, tectonic plates	agriculture, city (capital city), England (London), erosion, farming, flooding, fossil fuel, Hamlet, manufacturing, mining, mountain, Northern Ireland (Belfast), renewable energy (non-renewable), river, Scotland (Edinburgh), town, transport, village, Wales (Cardiff),
Map Work	<ul style="list-style-type: none"> Children label a world map that has the names of the different tectonic plates Children locate famous volcanoes on a range of maps. 	<ul style="list-style-type: none"> Children use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places. Children use evidence from topographical maps, aerial images and other sources to find out about the UK's cities, counties and regions. Children annotate maps with this information.
Critical knowledge, skills and understanding	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Describe the structure of the Earth. Describe what happens at boundaries between Earth's plates. Know the location of famous volcanoes and the Ring of Fire. 	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, cities, rivers, and lakes)



	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe effects of an eruption on land use. 	
	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe key aspect of: Physical Geography - volcano feature: Earth's crust, layers of cooled lava, lava, central vent, side vent, ash cloud. Plates: why and how they move and what happens when they do Human Geography - including settlements and land use (understanding effects of eruptions leading to advantages and disadvantages of living near volcano) 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use eight points of a compass, four-figure grid references, symbols to communicate knowledge of the United Kingdom. Create and use a key to identify topographical features (including hills, mountains, cities, rivers, and lakes in the United Kingdom).





Year 4/5/6 - Year A		
	Spring 2	Summer 2
Geography Unit	European Study - Poland	Voyage of Darwin
Builds On	Year 2/3 - United Kingdom (Year B - Summer 2)	
Future Learning		Year 7- Global citizens
Vocabulary Place names Geographical terms and processes Location term	Berlin, Bratislava, climate, cuisine, Czech Republic, East, Europe, France, Germany, herrings, Italy, kolduny, Krakow, kutia, Madrid, North, Paris, Poland, Prague, Rome, South, Slovakia, Spain, temperate, temperature, Warsaw, weather, West	Biodiversity, biome, climate (& climate zone), consequence, ecosystem, indigenous, interconnected, latitude, longitude, maritime, Northern Hemisphere, region, reserve, Southern Hemisphere, temperature, tropical, Tropic of Cancer, Tropic of Capricorn, vegetation belt
Map Work	<ul style="list-style-type: none"> Children use maps and atlases to locate European capital cities and countries. They use atlases to explore data relating to Poland. 	<ul style="list-style-type: none"> Children create a map of Darwin's voyage with the tropics and equator marked along with lines of latitude and longitude. Vegetation belts and climate zones explored. World map of time zones.
Critical knowledge, skills and understanding	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Name and locate countries of Europe and their capital cities. Name key human features of Europe - Eiffel Tower, Parthenon, Buckingham Place, Channel Tunnel etc Name key physical features of Europe geysers in Iceland, Mount Etna, Mount Vesuvius, The Alps, glaciers etc 	Locational Knowledge and Place Knowledge <ul style="list-style-type: none"> Collect and analyse statistics of plant and animal life and other information (temperature / rainfall etc) to draw clear conclusions about the locations travelled in Darwin's voyage.
		Human and Physical Geography



		<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries linked to biomes. • Describe how village is changing explaining reasons for this. • Describe how countries and geographical regions are interconnected and interdependent in relation to Darwin's voyage. • Understand significance of time zones.
	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Describe key aspects of: Human Geography - Describe and compare human geography in terms of settlements and land use (linked to tourism). • Use symbols and key to communicate knowledge of key physical and human features in Europe. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Create maps of Darwin's voyage identifying patterns (such as: land use, climate zones, population densities, height of land). • Use 4-figure grid references and 8-point compass directions to describe a route.



Year 4/5/6 - Year B			
	Autumn 2	Spring 2	Summer 2
Geography Unit	Volcanoes and Earthquakes	Local study of changes over time in Cardinham	Teach Unit - Local Farming Industry
Builds on	Year 2/3 - Volcanoes (Autumn 2 - Year B)	Year 1 - Local area (Autumn 1)	Year 4/5/6 - Local study (Spring 2 - Year B)
Future Learning	Year 7 - Coasts	Year 4/5/6 - Local Farming Industry (Summer 2 - Year B)	Year 7- Human impact
Vocabulary Place names Geographical terms and processes Locational terms	after shock, aid, advantages, ash, cloud, boundaries, central vent, continent, core, crater, crust, disadvantages, disaster, dormant, drill, earthquake, effects, eruption, Europe, eyewitness, geology, Great African Rift Valley, human features, Iceland, impact, Japan, lava, long-term, magma, mantle, map, Mauna Loa, Mount Etna, Mount St Helens, Mount Vesuvius, North America, Pacific Ring of Fire, plates, Popocatepetl, preparation, Richter, San Andreas Fault, Scale,	adapt, agriculture, change, china clay, compass, digital image, east, environment, era, human features, incinerator, industry, mining, north, physical features, satellite image, skyline, south, time, west,	aerial view, compass, consequence, conservation, Cornwall, development, economy, ecosystem, environment, field trip, foreland, grid reference, headland, indigenous, inshore, interconnected, key, landmark, land use, Bodmin, ordnance survey, overfishing, planning, region, South West England, sustainability, sustainable



	<p>rubble, seismometer, short-term, survival, tectonic plates, tsunami</p>		
Map work	<ul style="list-style-type: none"> Children label a map of the Earth's plates and explain what happens at plate boundaries. Children locate famous earthquakes on a blank world map. 	<ul style="list-style-type: none"> Children use google maps to locate Cardinham and label a map of the UK to include Cornwall. They go on a walk (using a compass to use directional language) noting key physical and human features and then draw their own map using ordnance survey symbols in the key. 	<ul style="list-style-type: none"> Children create colour coded maps with keys to explain the land use and sites linked directly to farming. Use key, ordnance survey symbols and scale.
Critical knowledge, skills and understanding	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Locate the Earth's plates. Identify and describe how locations of earthquakes affect the human activity and land use. Give detailed description of the site of an earthquake with opinions 	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of Cardinham including how they have changed over time. Explain own views about Cardinham, giving reasons. 	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of local village.
	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Give detailed description of short- and long-term effects of earthquakes 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features and land use in the local area. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe how village is changing explaining reasons for this.



	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe and understand key aspects of Physical geography - Earthquakes: What they are, how and when they occur. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use a range of methods including sketch maps, plans and digital technologies to plan route. Use four figure grid references and 8-point compass directions to plan a route to follow. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe and understand key aspects of Human Geography - settlements, land use, economic activity including trade links (specifically farming), and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the local area on a map with a scale. Create table and line graph to show price of farming costs over last 10 years, draw conclusions and give reasons.
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Year 4/5/6 - Year C				
	Autumn 1	Autumn 2	Spring 2	Summer 2
Geography Unit	Rainforests	Climate Zones & Mountains	Amazon Basin	Rivers
Builds on	Year 2/3 - North America (Summer 2 - Year A)	Year 2/3 - Hot and Cold Places (Autumn 2 - Year A)	Year 4/5/6 - Rainforests (Summer 1 - Year C)	Year 4/5/6 - Climate zones and water (Autumn 2 - Year C)
Future Learning	Year 4/5/6 - Climate zones and water (Autumn 2 - Year C)	Year 4/5/6 - Rivers (Summer 2 - Year C)	Year 4/5/6 - Rivers (Summer 2 - Year C)	
Vocabulary Place names Geographical terms and processes Locational terms	Amazon, biodiversity, biome, canopy, carbon dioxide, Congo, continent, deforestation, ecosystem, emergent, Equator, farming, fell fertile, forest floor, hemisphere, hunter-gatherer, indigenous, logging, nomadic, oxygen, rainforest, tribe, understory.	Antarctic, Arctic, avalanche, axis, Cairo, climate, continent, Equator, landform, Manaus, mantle, meteorologist, mountain range, Northern Hemisphere, North Pole, orbit, precipitation, Seven Summits, Seville, Southern Hemisphere, South Pole, summit, temperature, Tropic of Cancer, Tropic of Capricorn, weather station	Agriculture, Amazon Basin, Bolivia, Brazil, ecosystem, Ecuador, Equatorial, food chain, humidity, International Date Line, longitude, Mexico, Peru, Prime Meridian, river basin, Tropic of Capricorn, Venezuela, volume, Western Hemisphere	Amazon, channel, evaporation, Mississippi, mouth, Mugurameno Village, overland flow, ox bow lake, precipitation, River Fal, River Fowey, River Camel, River Nile, transporting, River Thames, tributary, v-shaped valley, water cycle, waterfall, Yangtse



Map work

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| <h2>Map work</h2> | <ul style="list-style-type: none"> Children locate the world's principal rainforests on a world map and describe the pattern based on their location. | <ul style="list-style-type: none"> Climate Zones - Children label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important. They use a map to locate the Northern and Southern Hemispheres and two climate zones. Children locate places within their climate zones, using maps (including atlases with map indexes). They use this evidence to explore how the location of these places influences their weather/ seasons. Mountains - Children use online maps, an atlas and map index to locate | <ul style="list-style-type: none"> Locate countries of South America using an electronic atlas and plot them on a world map along with Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Also plot significant cities linked to Mayan civilisation and explain why they think they were significant. | <ul style="list-style-type: none"> Children locate and identify the world's principal rivers on a world map. They use aerial images to identify the stages and features of a river. Children use resources (including online maps) to identify the key characteristics of one of the world's longest rivers. |
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		<p>and identify the 'Seven Summits' on a world map. Children use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances.</p>		
<p>Critical knowledge, skills and understanding</p>	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Describe and understand key aspects of a rainforest: rainforest biome has four main characteristics: high annual rainfall, high average temperatures, nutrient-poor soil and high levels of biodiversity. Explain reasons and consequences for deforestation giving opinions about these. 	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within the polar regions. 	<p>Locational Knowledge and Place Knowledge</p> <ul style="list-style-type: none"> Name and locate the countries of South America and identify their main physical and human characteristics. 	<p>Investigating Places</p> <ul style="list-style-type: none"> Name the world's longest rivers. Identify and describe how rivers affect human activity in a location.



	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe how rainforests are found near the Equator. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Describe and understand climate zones, land use, food and water supplies of the Polar Regions. 		<p>Investigating Patterns</p> <ul style="list-style-type: none"> Use different types of fieldwork sampling, from a local river (random and systematic) to observe, measure and record the human and physical features.
	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe key aspects of: Physical Geography - 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Create maps of the polar regions of identifying 		<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Describe and understand key aspects of:



	<p>Amazon Rainforest using vocabulary from list.</p> <ul style="list-style-type: none"> • Create a bar chart to compare annual rainfall. 	<p>patterns (such as: land-use, climate zones, population densities, height of land).</p>		<p>Physical Geography Rivers: how they are formed, upper course, middle course, lower course The water cycle: collection, evaporation, condensation, precipitation, infiltration, ground water flow, surface runoff etc.</p> <ul style="list-style-type: none"> • Create table and graph of wildlife in section of river and now and 20 years ago. • Draw conclusions and give reasons.
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