



# **Mowbray School Long Term Geography Plan KS1**

## Two Year rolling programme KS1

Pupils should;

- 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
- be 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.

## Year 1

Term	Topic	What we are covering
Autumn Term	We're going on a journey.	<p><b>Weather – hot and cold places</b></p> <p>This unit has a strong link to our science topic (seasonal change) which runs alongside it. Children should identify seasonal and daily weather patterns in the UK. This should include experience, observation, measurement and recording of weather. Children also learn about extremely hot and cold places. Use globes and maps to identify these. Discuss continents and oceans related to this.</p>
Spring Term	Humans 'v' Animals	<p><b>London</b></p> <p>Name and locate the four countries and capital cities of the United Kingdom using atlases and globes. Include continent we are on and surrounding seas. Use aerial photographs, photographs and observation to compare Bedale and London, using basic geographical language.</p> <p><i>Vocabulary – city, town, village, factory, farm, house, office, shop.</i></p>
Summer Term	Come and Listen to a story	<p><b>Marvellous Mowbray</b></p> <p>Learn about the purpose of all areas of the school and school grounds. Follow trails and routes using four compass directions and simple language. Create simple plans and maps of the school, using symbols.</p>

## Year 2

Term	Topic	What we are covering
Autumn Term	Around the world in 80 days	<p><b>The Isle of Struay/Coll</b></p> <p>In this unit locate Scotland, including capital, sea, ocean and continent. Describe and compare Coll to Bedale, including physical and human features. Using aerial images, photographs etc make a map of Coll, include a key, compass points and co-ordinates.</p> <p><i>Vocab – beach, cliff, coast, sea, port, harbour.</i></p>
Spring Term	From farm to Plate	<p><b>Kenya</b></p> <p>Hopefully this unit will coincide with Peter visiting/or Lucy visiting our sister school in Kenya. Find on a map and locate continent and oceans. Compare Kenyan school, culture and traditions, and local area to that of our own. Include climate.</p>
Summer Term	Hidden Treasure	<p><b>Beautiful Bedale</b></p> <p>Locate Bedale and North Yorkshire on a map. Use simple fieldwork and observational skills to study the key human and physical features of our school's surrounding environment. Use simple compass directions and locational language (e.g. near and far) to describe the location of features and routes on a map. Use aerial photographs to recognise landmarks and basic physical features. Devise a simple map and use basic symbols.</p>



# **Mowbray School Long Term Geography Plan Lower KS2**

## Two Year rolling programme

Pupils should;

- 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
- be 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.

## Year 1

Term	Topic	What we are covering
Autumn Term	We're going on a journey.	<p><b>Rivers</b></p> <p>Learn what a river is and processes that form a river, using appropriate vocabulary. Identify rivers and other bodies of water on local maps, and follow the course of them. Learn about the water cycle. In fieldwork visit a river, take photographs/sketches/make observations to compare the river at the source and mouth (or as near to as possible). Use 8 points of compass to map it's course. Why are rivers important and why did most major settlements built along major rivers?</p>
Spring Term	Humans 'v' Animals	<p><b>Extreme Earth</b></p> <p>Volcanoes and earthquakes. Locate continent of North America and relevant oceans on map/globe. Look generally at size, scale and diversity of 'America'. Focus on key human and physical features of California and compare to Bedale/England (include climate). Look at San Andreas Fault, Ring of Fire – describe and understand earthquakes.</p> <p>Locate Italy and Europe on a map. Look at physical and human features of Italy, including climate. Describe and understand volcanoes. Consider significance of this for population of Italy and how it affects settlements (1 in 10 of world's population live near active volcano...why?)</p>
Summer Term	Come and Listen to a story	<p><b>Our School</b></p> <p>Learn about the purpose of all areas of the school and school grounds. Follow trails and routes using eight compass directions, four and six-figure grid references, symbols and key (using OS maps of school). Create simple plans and maps of the school, using symbols.</p>

## Year 2

Term	Topic	What we are covering
Autumn Term	Around the world in 80 days	<p><b>Coastal Town</b></p> <p>Focus on a coastal town that you are able to visit (e.g. Saltburn, Whitby, Scarborough). Use aerial photographs, maps, photographs and observation to compare with Bedale.</p> <p>Recap vocabulary from KS1 – <i>beach, cliff, coast, sea, port, harbour.</i></p>
Spring Term	From farm to Plate	<p><b>Americas</b></p> <p>Choose any part of the Americas (Argentina/Brazil would be good) and locate continent and oceans. Include latitude, longitude, Equator, hemispheres, tropics and time zones where possible. Compare human and physical features to those of Bedale. Cover biomes, vegetation belts and economic activity.</p>
Summer Term	Hidden Treasure	<p><b>Where do we go in our leisure time?</b></p> <p>In this unit children find out where they and their peers like to go in their spare time. Investigate what you can do in Bedale and visit some of these places. Make a /plan showing these. Focus on one (park?) What do you like/dislike/could be improved/sustained/who is responsible for it/what is the impact of people on it? Link in compass skills if possible.</p>



# Mowbray School Long Term Geography Plan Upper KS2

## Two Year rolling programme

Pupils should;

- 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
- be 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.

## Year 1

<b>Term</b>	<b>Topic</b>	<b>What we are covering</b>
<b>Autumn Term</b>	<b>We're going on a journey.</b>	<p align="center"><b>God's Own Country</b></p> <p>Locate the counties of Yorkshire and locate Bedale. Also locate the four countries and capitals of the U.K. Include latitude, longitude, Equator, hemispheres, tropics and time zones where possible. Study and visit significant features where possible, and use appropriate fieldwork techniques to record and explain areas e.g. Yorkshire Dales/city/big town. Use 4 and 6 figure grid references on OS maps. Make some comparisons with another area/regions of the UK e.g. London. Include trade and land use.</p>
<b>Spring Term</b>	<b>Humans 'v' Animals</b>	<p align="center"><b>India</b></p> <p>Locate India, continent and oceans. Include latitude, longitude, Equator, hemispheres, tropics and time zones where possible. Choose an area and compare human and physical features to those of Bedale. Cover biomes, vegetation belts and distribution of resources – including food and water, and some of the extreme poverty.</p>
<b>Summer Term</b>	<b>Come and Listen to a story</b>	<p align="center"><b>Our School</b></p> <p>Learn about the purpose of all areas of the school and school grounds. Follow trails and routes using eight compass directions, four and six-figure grid references, symbols and key (using OS maps of school). Create simple plans and maps of the school, using symbols.</p>

## Year 2

<b>Term</b>	<b>Topic</b>	<b>What we are covering</b>
<b>Autumn Term</b>	<b>Around the world in 80 days</b>	<p align="center"><b>Disneyland Paris</b></p> <p>Name and locate Paris, France, continent and ocean. Include latitude, longitude, Equator, hemispheres, tropics and time zones where possible. How could you get there? Plan a route around Disneyland Paris. In this unit we also focus on land use, economic activity and trade links.</p>
<b>Spring Term</b>	<b>From farm to Plate</b>	<p align="center"><b>The Alps</b></p> <p>Locate, France, Europe and related oceans on map, building on knowledge from last topic. How the Alps were formed – describe and understand mountains and associated vocabulary. Look at some activities that take place and their impact on tourism.</p>
<b>Summer Term</b>	<b>Hidden Treasure</b>	<p align="center"><b>Bedale</b></p> <p>Locate North Yorkshire and Bedale and other towns/villages of class members. Conduct fieldwork (sketch maps, plans, graphs, digital technologies) in Bedale and its immediate surrounding area, to build a map of Bedale, focusing on land use and economic activity (shop type survey?)</p>