

LEYS FARM JUNIOR SCHOOL

GEOGRAPHY Long Term Plan

When planning a unit of learning, teachers should ensure:

World Building:

1. Geography of area is looked at first (physical maps) – what does this tell us about the people?
2. World view is important- children need to be aware of where they are in the world including their immediate area, their local area, their county, country, continent and comparisons to countries and continents across the world.
3. Enquiry questions lead to children’s own sub-enquiry (Curiosity) questions – children need to be given the chance to ask new questions based on new learning at the end of every history lesson.
4. Children need ensure they have key knowledge about major continents, oceans and rivers.
5. Children need to be confident in using a wide variety of sources to facilitate accurate and in depth learning to embed knowledge.

Cycles A and B	Autumn	Spring	Summer
Y3/4 B Sep 2021	<p style="text-align: center;">Cavemen and Creatures (Stone Age to the Iron Age) Including animals</p> <p>Geographical Association (GA) Scheme of Work: Atlas, Maps, Symbols https://www.geography.org.uk/teaching-resources/Atlas-map-symbols</p> <p>EQ: Where in the world are we? Ancillary questions- What do we know about the Geography of our local area past and</p>	<p style="text-align: center;">Villainous or Valiant? Anglo-Saxons/Vikings- Main focus – Anglo-Saxons and conflict</p> <p>GA scheme: Near and Far https://www.geography.org.uk/teaching-resources/near-and-far</p> <p>EQ: Where did the Vikings and Anglo-Saxons settle in England?</p>	<p style="text-align: center;">Around the world in 80 days</p> <p>GA scheme: https://www.geography.org.uk/teaching-resources/Everyday-geographies-around-the-world</p> <p>EQ: How does where I live compare to other people around the world?</p>

	<p>present? How has the climate changed over time in a key location- Creswell Crags? What effect did climate change have on the inhabitants of Creswell Craggs- human and animal?</p> <p>Local Geography links: Creswell Crags – life of inhabitants changing during stone age to iron age.</p> <p>Lenses: Climate Landscapes Settlements.</p> <p>Key Vocabulary: <i>Roundhouse, Hillfort, Smelting, Druid, Domesticate, Palaeolithic, Mesolithic, Neolithic, Tribe, Roundhouse, Hillfort, Quern, Domesticate, Ecosystem, carnivore, omnivore, herbivore, Ice Age, Climate, Glaciers.</i></p> <p>Key Knowledge: Chronology and World-Building Climate Understanding of the wider world compared to local area.</p>	<p>Ancillary questions- How did the Vikings and Anglo-Saxons affect my local area? What evidence is there of Viking and Anglo-Saxon settlements in my local area? Where were the Viking homelands? How far reaching were the Viking and Anglo-Saxons in the rest of the world?</p> <p>Local Geography Links: Viking and Anglo-Saxon villages – ‘The Viking Way’.</p> <p>Significant Individual study: Aethelfled of Mercia Sweyn Forkbeard- capital city, local links to Gainsborough.</p> <p>Lenses: Settlements World View Economic Cultural.</p> <p>Key Vocabulary: <i>Vikings, Anglo-Saxons, Raid, Settle, settler, settlement, Long ship, Longboat, long house, raid, settler, agriculture.</i></p> <p>Key Knowledge: Chronology and World-Building Human Geography of movement and settlements</p>	<p>Comparison: our location to a locality in the world - Pantip Yin (Bangkok), Maurice Lee (Jamaica), Benedict Ssazzi (Uganda), Wildlife Sense (Greece), Andrew (Romania), Jonathan (Trinidad and Tobago), Lauren (USA)- Where are they in the world? What effects is climate change having on them? How could they mitigate Climate Change?</p> <p>Lenses: Human Geography- travel Physical Geography – locations and world locations.</p> <p>Key Vocabulary: Atlas, continent, globe, ocean.</p> <p>Key Knowledge: World continents and oceans (lesson plan link).</p>
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		Physical Geography of changing landscapes due to human impacts.	
Y3/4 A Sep 2022	<p style="text-align: center;">Under the Canopy The Maya, Rivers and Rainforests (Amazon)</p> <p>(Historical Association Scheme of Work written by Diane Davies)</p> <p>Collins connected scheme: Why are jungles so wet and deserts so dry? <u>KS2 Y3&4 Connected Geography 978-0-00-816785-1.zip</u></p> <p>EQ: Why is the Amazon rainforest so important?</p> <p>Ancillary question; Why is climate different across the United Kingdom? What are the world's climates? How do climate graphs help geographers? How does climate affect the plants and animals living in that place? Why is the Amazon rainforest so wet and humid?</p> <p>Comparison: Amazon Rainforest to local forests and woods (Twig moor woods, Loughton woods).</p> <p>Lenses:</p>	<p style="text-align: center;">Who Let the Gods Out? Ancient Greeks</p> <p>(Historical Association Scheme of Work: Ancient Greece)</p> <p>GA scheme link: https://www.geography.org.uk/teaching-resources/near-and-far https://www.geography.org.uk/teaching-resources/base-maps</p> <p>EQ: Where in the world is Greece? How far is Greece from us? Where did the Ancient Greeks travel from and to? What river and oceans were important to Ancient Greeks?</p> <p>Resources- Near and far sheet.</p> <ul style="list-style-type: none"> - World maps (printed) - Atlases. <p>Impact: development of colonies in other countries.</p> <p>Significant Individual Study: Eratosthenes of Cyrene (Father of Geography).</p> <p>Lenses:</p>	<p style="text-align: center;">When in Rome... – The Roman impact on Britain</p> <p>(Historical Association Scheme of Work: Roman Britain)</p> <p>GA resource: https://www.geography.org.uk/teaching-resources/base-maps</p> <p>EQ: Where did the Romans settle in Britain? What significant geographical events occurred during the Roman period?</p> <p>Local geographical links: Lincoln Ermine Street – why was it built?</p> <p>Impact: Impact on religion, language, time. Significant Individual study:</p> <p>Lenses: Local and world locations Climate Farming Transport and infrastructure Geology- Volcanoes and eruptions.</p> <p>Key Vocabulary:</p>

	<p>Cultural Environmental Climate World view.</p> <p>Key Vocabulary: <i>Rainforest, emergent, canopy, understory, forest floor, biome, diverse, vegetation, inhabitant, habitat, develop, deforestation.</i></p> <p>Key Knowledge: Physical geography- Human Geography- types of settlement and land use.</p>	<p>Cultural Religious Geographical.</p> <p>Key Vocabulary: <i>Democracy, philosophy, acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy,</i></p> <p>Key Knowledge: Understand our location in the world- near and far Understanding of a location on European continent- Greece Key oceans and rivers in and around Greece – Mediterranean Sea, Ionian, Aegean Sea, Evros, Axios, The Haliacmon.</p>	<p><i>amphitheatre, aqueduct, villa, infrastructure, settlement, surface, camber, agger, Pompeii, Pyroclastic flow, eruption.</i></p> <p>Key Knowledge: Location of Roman settlements in our local area Roman impact in the wider United Kingdom – infrastructure of roads, viaducts, cities including comparison of Lincoln with Bath. Roman roads (infrastructure)- comparison of local roads (Lincoln) and Appian way (Italy). Significant geological events- Pompeii, study of volcanic eruption and its effect local to Pompeii and to the global population.</p>
<p>Y5/6 B Sep 2021</p>	<p style="text-align: center;">Tudor Tales (including a focus on Shakespeare)</p> <p>(Historical Association Scheme of Work: Elizabethans) GA resource: https://www.geography.org.uk/teaching-resources/near-and-far https://www.geography.org.uk/teaching-resources/base-maps</p>	<p style="text-align: center;">The New World</p> <p>(Historical Association Scheme of Work: The Georgians) GA scheme: Artful Maps https://www.geography.org.uk/Artful-Maps-resource Use Lesson and links- https://www.geography.org.uk/write/MediaUploads/teaching%20resources/AM_Lesson_Plan_3.pdf</p>	<p style="text-align: center;">Children of the Revolution Victorians and how Scunthorpe has changed</p> <p>EQ: How and why has my local area changed over time? History of Scunthorpe in North Lincolnshire Map and description (visionofbritain.org.uk) Ancillary question- How has my local area changed in the past?</p>

<p>EQ: What impact did the Tudors have Geographically to Britain and the Wider world?</p> <p>Ancillary questions: Can I identify which areas are classed as Northern Britain and Which are southern? Can I identify key locations in the War of the Roses on a map of the United Kingdom? (Battles and important strongholds) Map of the Battles - Wars of the Roses Can I identify and explain the difference in population density between northern and southern Britain in Tudor times? How has the Isle of Dogs changed since the reign of Henry VIII? (Ancillary question 5 2. Rivers Scheme of work.pdf) Can I identify how the landscape has changed around Kenilworth Castle from Elizabethan times to now?</p> <p>Significant individual study: Henry VIII and impact on Isle of Dogs, Sir Francis Drake- where did he travel? Why?</p> <p>Lenses: World View Locality in Britain- Kenilworth Castle, Isle of Dogs, War of the Roses. A significant city- London.</p>	<p>Explore website with children, give children opportunity to explore continents using atlases in class. Complete investigation about continents (see lesson plan) EQ: Where am I in the world? How does where I live relate to 'the New world'?</p> <p>Mini-project on Apartheid in South Africa with Journey to Jo' Burg.- geography link GA scheme- https://www.geography.org.uk/teaching-resources/photos-for-enquiry/s-africa</p> <p>Lenses: Cultural Social Political Economic.</p> <p>Key Knowledge: World view- children's location compared to cities in the new world- link to local cities with similar names i.e. New York, Boston, Lincoln, https://www.lincolnshirelive.co.uk/profile/commuting-history/many-lincolnshire-places-share-names-5060035 New world towns further afield- Sheffield, Hull, Epworth, Scarborough, New London.</p> <p>Discover and exploration of America.</p>	<p>How was the geology of Scunthorpe and surrounding areas key to the industrialisation of the area?</p> <p>Focus on area local to school-</p> <ul style="list-style-type: none"> - use of historical maps to show changes to area from Victorian to present times) - Discuss and compare changes in land use - Link with history about why 4 villages merged- increase of population, urbanisation. - Geology of Scunthorpe linked to steelworks- iron ore. <p>Lenses: Cultural Economic Agricultural Industrial.</p> <p>Key Vocabulary: <i>Revolution, census, rural/ urban Industrialisation, Blast furnaces, Wrought iron and steel, urbanisation, geology, limestone</i></p> <p>Key Knowledge: The growth of the Five Villages. (Map work).</p>
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	<p>Vocabulary: River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire.</p> <p>Key Knowledge: See Scheme of Work. World view- How and why did the Tudors travel so far, impact of the travel on our world. Location of continents and oceans. Countries in the British Empire.</p>	<p>Settlement of America through to the West and challenges faced. Conflict with settlers and Native Americans. Propaganda – homesteads. The Slave Trade.</p> <p style="text-align: center;">Vive La France</p> <p>(Historical Association Guidance: Age of Revolutions) GA resource: https://www.geography.org.uk/teaching-resources/base-maps EQ: Where in the world is France? Ancillary questions: What is the capital city of France?</p> <p>Lenses: Cultural Economic World view.</p> <p>Key Knowledge: Location of France and key cities in relation to local area.</p> <p>Key Vocabulary: <i>Homestead, New World, Settlement, Ocean, Native, Pioneer, continent.</i></p>	<p>Census work and what it tells us about life and how it changed. The future of Scunthorpe.</p>
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<p>Y5/6 A Sep 2022</p>	<p style="text-align: center;">Once Upon a Planet including Space</p> <p>Collins connected: How is climate change affecting the world? 4. Climate change Scheme of work.pdf GA resource: https://www.geography.org.uk/teaching-resources/near-and-far https://www.geography.org.uk/teaching-resources/base-maps</p> <p>EQ: How have humans impacted the planet? EQ: How is climate change affecting the world? Ancillary question- Why is Elhaji cleaning shoes on the streets of Banjul? Why can't Olivia afford to heat her home? Why do Lars and Sophie disagree about how nice the weather is? Why are people all over the world noticing the weather they are used to is changing? What have countries of the world agreed to do about global warming?</p> <p>Resources: https://www.geography.org.uk/teaching-resources/weather-climate-change/investigating-climate-change</p>	<p style="text-align: center;">The Roof of the World Himalayas and India</p> <p>GA scheme of work- Investigating mountains and volcanoes. https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes Collins connected Geography scheme- mountains. 3. Mountains Scheme of work.pdf https://www.geography.org.uk/teaching-resources/near-and-far</p> <p>EQ: Why are mountains so important? Ancillary questions- Why are the mountains of Olympus, Mauna Kea and Everest so important? How are the world's greatest mountain ranges formed? Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals at the summit of Everest? How are the Cambrian mountains different from the Himalaya Mountains? Why is the climate such a challenge for Derek? What mountain ranges are local to us and why are they so important in terms of Geology and tourism?</p> <p>https://www.geography.org.uk/write/MediaUploads/teaching%20resources/Mountains_and_volcanoes_concept_map.pdf</p>	<p style="text-align: center;">WWII Bombs and Blackberries Including gardening links</p> <p style="text-align: center;">(Historical Association Scheme of Work: WW2)</p> <p>GA resources: https://www.geography.org.uk/teaching-resources/near-and-far https://www.geography.org.uk/teaching-resources/base-maps</p> <p>EQ: How did WWII alter the landscape of Britain? Ancillary Questions: Can I identify on a map of London the key locations of the Blitz? Can I identify on a map of Britain which other cities were impacted during Air Raids? Can I locate on a local map of Scunthorpe and surrounding areas where was affected by air raids? North Lincs Air Raids - North Lincolnshire Aviation Heritage Centre (nlahcentre.com) Can I use a map to identify where children were evacuated to and explain why these areas were safer in terms of urban activity? Can I identify using a map, countries in the wider world that were impacted in WWII?</p>
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<p>What causes climate change and how does it affect us? https://www.geography.org.uk/Climate-change---causes-and-effects</p> <p>How can we prevent climate change? https://www.geography.org.uk/Climate-change---Mitigation-and-adaptation</p> <p>Significant Individuals: David Attenborough Greta Thunberg</p> <p>Key Vocabulary: <i>Evolution, Significant, Impact, Anthropogenic climate change, climate projections, forcing, glacial, greenhouse effect, greenhouse gases, ice caps, ice core, interglacial, Milankovitch cycles, oxygen isotopes, Quaternary period, mitigation, adaptation.</i></p> <p>Key Knowledge: Timeline of the Earth Previous Ice-Ages Ice cap isotopes and how understanding them helps us mitigate climate change.</p>	<p>Cultural links: Sherpas Significant Individuals: Hillary and Tenzing Norgay George Mallory and Andrew Irvine.</p> <p>Key Vocabulary: <i>Significant, Sherpa, Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier;</i></p> <p>Key Knowledge: Recognise where we are in the world in relation to local mountain ranges (Scar fell Pike), the Cambrian's in Wales, Ben Nevis in Scotland and further afield (Himalayas, the Alps) Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success</p>	<p>Can I identify other areas of significance in WWII in Britain? (<i>Camps, training grounds, tactical areas, Dover, Channel Isles, Jersey</i>)</p> <p>Significant Individuals: Local people who were affected by the war.</p> <p>Key Vocabulary: <i>Blitz, evacuee, Nazi, Continent, Urban activity, infrastructure, impact.</i></p> <p>Key Knowledge: See Scheme of Work To understand how the war affected our location in comparison to a major city and why. To understand where the war took place in the world and where we are in relation to that. To understand key continents and countries in the war.</p>
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