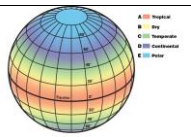


Thorntree Academy – Geography Long Term Plan			
Year group	Autumn	Spring	Summer
EYFS	Autumn	Community	Seaside
	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know that the weather changes at different times in the year. To know that there are four seasons are winter, spring, summer and autumn. To know that it is cold in the winter and warm in the summer. To know that we can see different plants and animals in the different seasons. 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know that they live in Thorntree To know that Thorntree is in Middlesbrough To know that the local environment has different human places (shops, library etc) To know that the local environment has different physical features (fields, soil) To know that the local area has different people with different jobs. To know that there are different ways to travel, e.g. on foot, by car, train, bus etc 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know that there are beaches close to Middlesbrough To know that there are many different plants and animals found at the seaside
Progression of skills	<p>Discuss changes seen in their environment linking to seasons. Look at trees and how they change during the seasons.</p>	<p><u>Direction/Location:</u> Begin to follow simple directions (forwards/backwards) <u>Drawing maps:</u> Begin to draw picture maps of imaginary places and from stories as paintings, drawings or models. (Children could paint a picture of Thorntree school) <u>Using maps:</u> Begin to use a simple picture map to move around the school;</p>	<p>Discuss similarities and differences of the local area and the seaside by using photos and pictures. Create simple maps, paintings, drawings or models of known and imaginary landscapes (Children could build a model of Saltburn)</p>
Fieldwork opportunities			<ul style="list-style-type: none"> Visit the seaside (Saltburn)
1	<u>Where do I live in the World*</u>	<u>United Kingdom*</u>	<u>What is human and physical geography and how do I see this in my area?</u>
	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know that they live in Thorntree To know there are four compass points, NSEW To know that Thorntree is a part of Middlesbrough, which is a big town in the NE of UK To know the features of Thorntree e.g. shops, schools, pubs, roads, population 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> Know the four countries in the UK and be able to locate them on a map Know the capital cities of each of the four countries in the UK Know the three seas surrounding the UK (North Sea, Irish Sea, English Channel) Know some key landmarks in the UK and in the local area 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know the simple difference between human and physical geography- manmade and natural To know some human features of the local area; such as villages, shops, farms, houses, flats, windfarms, pubs, shops, port and bridges To know some physical features of the local area; such as river Tees, coastline, sea, beach, cliff, hill (Roseberry topping) and countryside, vegetation, soil

	<ul style="list-style-type: none"> To know some features of their local area e.g. The Greenway, Spencer Beck, Playing fields, Thorntree Park, Thorntree Cemetery, and wider area A66 road network, James Cook Hospital, RiverSide Stadium To know what a landmark is and name landmarks from their local area e.g. Transporter Bridge, Newport Bridge, Albert Park, Bottle of Notes statue, Brian Clough statue To know how to devise a simple map of an area that they are familiar with e.g. their walk to school 	<ul style="list-style-type: none"> Know the terms: city, town and village and the differences of each Know the difference between coastal and rural areas 	<ul style="list-style-type: none"> To know what land is used for around the school primarily and compare to land use along the River Tees, more industry
Progression of skills (These will help the children achieve the knowledge)	<p>Direction/location: Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Drawing maps: Draw picture maps of imaginary places and from stories.</p> <p>Representation: Use own symbols on imaginary map.</p> <p>Using maps: Use a simple picture map to move around the school; Recognise that it is about a place. Children could draw a map of the school/area and integrate these skills</p>	<p>Scale/distance: Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Map knowledge: Learn names of some places within/around the UK. E.g. Hometown, cities, countries e.g. Wales, France.</p> <p>Style of map: Picture maps and globes</p>	<p>Direction/location: Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Drawing maps: Draw picture maps of imaginary places and from stories.</p> <p>Representation: Use own symbols on imaginary map.</p> <p>Using maps: Use a simple picture map to move around the school; Recognise that it is about a place. Children could create a map of a different local area (Redcar) and compare it against the map in Autumn.</p>
Fieldwork opportunities	<ul style="list-style-type: none"> walk the area follow a simple map, traffic survey, Journey Stick. Emotional Mapping. bus tour over the bridges and sketch the shapes 		<ul style="list-style-type: none"> walk the area Annotate a simple map, People survey Journey Stick Emotional Mapping in different areas.
2	<u>Continents and oceans</u>	<u>Hot and cold places</u>	<u>Mugumareno Village, Zambia</u>
	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know there are 7 continents in our World and name them, Africa, Antarctica, Asia, Europe, North America, South America, Oceania To know there are five main oceans in our World and name them, Arctic, Atlantic, Indian, Pacific and Southern To know which continent they live on and recognize how vast it is. To use the four compass points to describe where continents are. To know which continents are in the Northern/ southern hemisphere or span both. 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know there are hot and cold places in the World To know that the closer to the Equator, the hotter a country is in general. To know our World has a North and South Pole To know the North pole is in the Arctic Ocean (Sea surrounded by land) and the South Pole is on the continent of Antarctica (Land surrounded by sea) (Sprawling ice sheet) To know North pole has flora and fauna, South pole is sparse. To know that the Equator travels through only 13 countries and know the names of some and which continent they are on (Equador, Columbia and Brazil-South America) (Sao Tome and Principe, Gabon, Republic 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know where Zambia is in the World, which continent it is part of, it's capital city is Lusaka and it's official language is English like theirs. To know Zambia is landlocked and name some countries surrounding it (Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, Angola, Democratic republic of Congo) To know Zambia has 3 main rivers, Zambezi, Luangwa and Kafue To know Zambia has the largest waterfall in the World in the South- Victoria Falls. To know Zambia has a tropical climate, warm for most of the year, a dry season and a wet season.

	<ul style="list-style-type: none"> To know that each continent has different climates and specific physical and human features that it is renowned for. Eg Asia is the largest both land area and population and has over 2300 languages spoken. Oceania is the smallest continent, Africa has the most countries within it- 54. Europe is the richest, wealthiest continent, although areas of the East are extremely poor etc 	<ul style="list-style-type: none"> of Congo, Democratic republic of Congo, Uganda, Kenya, Somalia- Africa) (Maldives, Indonesia and Kiribati –Asia) To know that landscapes in equatorial countries are very different to cold places 	<ul style="list-style-type: none"> To know where Mugarameno village is, in the South, Lower Zambezi region, nr the Zambezi river (parallels of Thorntree and River Tees) To know the river is used for washing, fishing and watering crops To know the main crop is maize, used for making nshima (assort of porridge) To know approx. 70 families in Mugarameno but there is a school there. To know houses are built from bricks made from the local clay soil. To know Mugarameno has no electrical power grid but does have electricity, solar powered and EV batteries to power laptops. To know Mugarameno is rich in wildlife including the African Elephant
Progression of skills (These will help the children achieve the knowledge)	<p>Direction/Location: Follow directions (as yr 1 and inc'. NSEW)</p> <p>Scale/distance: Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Style of map: Find land/sea on globe - Use an infant atlas</p> <p>Using maps: Use an infant atlas to locate places</p>	<p>Retrieval opportunity from Year 1 - Map knowledge: Locate and name on UK map major features. E.g., London, River Thames, home location, seas.</p> <p>Using maps: Use an infant atlas to locate places</p> <p>Using maps: Follow a route on a map (link to fieldwork opportunity? Small scale weather investigation).</p>	<p>Drawing maps: Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Representation: Begin to understand the need for a key and use class agreed symbols to make a simple key.</p> <p>Perspective: Look down on objects to make a plan view map.</p> <p>Using maps: Use an infant atlas to locate places</p> <p>Style of map: Use large scale OS map (Digi maps) to locate Zambia</p>
Fieldwork opportunities		<ul style="list-style-type: none"> Walk the area On the school grounds Create and trial weather instruments (e.g.: rain gauge). Create a small scale weather investigation (microclimates). 	
3	Climate zones	North America	Rio and South-East Brazil
	<p>Knowledge our pupils will know at the end of the unit and remember beyond it.</p> <ul style="list-style-type: none"> To know the position of the lines of latitude on a map (remember the Equator, Arctic and Antarctic) To know where the Tropic of Cancer (N) and Capricorn (S) are. (Northern hemisphere and Southern hemisphere remembered) To know there are 5 main climate zones on Earth: Tropical, Dry, Temperate, Continental and Polar To know features of each Earth climate zone (Tropical- hot and humid) (Arid/Dry- very little precipitation, quick evaporation) (Temperate- warm, humid summers, mild winters) (Continental- warm/cool summers, very cold winters) (Polar –extreme zone all year) 	<p>Knowledge our pupils will know at the end of the unit and remember beyond it.</p> <ul style="list-style-type: none"> To know where North America is on map. To know there are three countries in North America; Canada, Mexico and The USA and know how USA divides Canada and Mexico and is split with Alaska being North West.  <ul style="list-style-type: none"> To know where North America lies in relation to Equator, Tropic of Cancer, Lines of Latitude and Longitude (New learning) To know how time zones vary across North America and how the lines of Longitude (15 degrees is roughly 1hr) To know North America is split into 50 states that are independently, locally governed 	<p>Knowledge our pupils will know at the end of the unit and remember beyond it.</p> <ul style="list-style-type: none"> To know where South America is on the map To know there are 12 independent countries in South America (Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela) To know that South America is the 4th largest continent To know some key physical features of South America- shapes of the countries and name them, Atlantic Ocean to the East, Pacific Ocean to the West, Andes Mountain range, Amazon river, second longest in the world, located mainly in the Southern Hemisphere, contains the World's highest waterfall- Angel Falls in Venezuela, four climate areas- tropical, temperate, arid and cold To know some key human features of South America eg 5th largest population, colonised in 1500s by Spain and Portugal but previously by Incas, speak Spanish or

	 <ul style="list-style-type: none"> To know that a Mediterranean climate is a sub group of temperate (generally between 30-45 degrees north and south of the Equator, typically westcoast) To know the cities of Seville, Spain and Santiago, Chile are both Mediterranean, despite being on different continents. 	<ul style="list-style-type: none"> To know the 8 points of a compass and be able to describe where states are using them. To know there are several main mountain ranges in North America; Rocky Mountains, Sierra Nevada, Alaska Range etc and know where they are on a map. To know North America is home to all the major biomes- arctic tundra, coniferous forest, deciduous forest, desert, grasslands, mountains and rainforests To know the longest river in North America is the Mississippi –Missouri River To know where main cities are that they should be familiar with, in North America: Juneau- cap of Alaska, Ottawa- cap of Canada, Washington DC- USA, Mexico City- Mexico. NYC, LA, Toronto To know America exports high value goods to the world- pharmaceuticals, crude oil, refined petroleum, cars and vehicle parts (Similar to NE England and Scotland) 	<p>Portuguese as primary languages, statues within, settlements, economic resources- rich fisheries and natural resources</p> <ul style="list-style-type: none"> To know and name some major cities in South America and which countries they belong to and use positional vocabulary and grid references to compare.
Progression of skills (These will help the children achieve the knowledge)	Style of map: Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Direction/Location: Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Drawing maps: Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Representation: Know why a key is needed. Use standard symbols. Using maps: Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Perspective: Begin to draw a sketch map from a high view point. Style of map: Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Scale/distance: Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Map knowledge: Begin to identify points on maps A,B and C Style of map: Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.
Fieldwork opportunities			
4	Rivers*	Rainforests	Local Study- Middlesbrough
	<p>Knowledge our pupils will know at the end of the unit and remember beyond it.</p> <ul style="list-style-type: none"> Know the features of a river including: mouth, source, meander, floodplain, channel, Know key rivers in the United Kingdom and identify local rivers: Tees, Tyne, Wear, Ouse Know the source and mouth, as well journey of the River Tees from Cross Fell to Teesmouth 	<p>Knowledge our pupils will know at the end of the unit and remember beyond it.</p> <ul style="list-style-type: none"> To know what a rainforest is To know where the main world rainforests are located (relation to equator, Tropics and lines of latitude (Tropical and Temperate) To know what the climate in the rainforests are? To know the Amazon Rainforest is the largest in the World (5,500,000km sq) (4/10 of South America) and is Tropical and Spans parts of 9 countries. To know how important for current and future 'life' rainforests are. (Greenhouse gases and Climate change) To know and be able to explain deforestation as a term. To know the layers of the rainforest: emergent, canopy, understory, forest floor) 	<p>Knowledge our pupils will know at the end of the unit and remember beyond it.</p> <ul style="list-style-type: none"> To know that Middlesbrough is a town in England. To know that a town is different to a city and how it differs. To know that Middlesbrough is small in terms of population compared to other parts of the UK.

	<ul style="list-style-type: none"> Know and have an understanding of river processes and patterns. Know a river's place in the water cycle Know what makes a river and compare it to other bodies of water Know the importance of Rivers in the NE, specifically Tees for Industry (Human Geography element) 	<ul style="list-style-type: none"> To know different animal species inhabit rainforests, at different levels, and that they are at risk eg Jaguar, Sloth, Amazon River Dolphin, Macaw, Poison Dart Frog, Red Howler Monkey, Black Caiman, Green Anaconda etc 	
Progression of skills (These will help the children achieve the knowledge)	<p>Direction/Location: Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Style of map: Identify features on arial/oblique photographs Use map sites on internet.</p>	<p>Using maps: Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Style of map: Use junior atlases; Use map sites on internet.</p>	<p>Drawing maps: Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p> <p>Representation: Know why a key is needed. Begin to recognise symbols on an OS map.</p> <p>Using maps: Follow a route on a large scale map.</p> <p>Scale/distance: Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p>Perspective: Draw a sketch map from a high view point.</p> <p>Map knowledge: Begin to identify significant places and environments</p> <p>Style of map: Use large and medium scale OS maps; Use maps sites on the internet.</p>
Fieldwork opportunities	<p>Tees Mouth Visitor Centre will cover the below:</p> <ul style="list-style-type: none"> On the school grounds Infiltration rates- make your own instrument. Local river Tees (visiting one or more sites along its course) Draw and annotate a sketch. Measure the speed (use Pooh Sticks) to compare the other sites along the course. Take pictures of any signs or "human interaction" with the river in question. Create an emotional map at each site along the course. <p>Visit to Cow Green reservoir and High Force, visit to Teesmouth Field centre)</p>		<ul style="list-style-type: none"> Local town centre Question/interview a local. Land use mapping. Facilities survey Environmental Quality Index (EQI). Litter/Pollution enquiry.
5	<u>Earth quakes and Mountains</u>	<u>Volcanoes</u>	Italy (link to Pompeii/Roman Empire)
	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know what a mountain is and how it is formed through tectonic plate movement under the Earth Crust. To know that in the UK there are many mountains and be able to locate them on maps 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> To know that a volcano is a physical feature and be able to name some of the main volcanoes in the world that have erupted in the past and more recent history To know that volcanoes are visible to the eye and also under the sea. To know the process of a volcano erupting and to be able to use technical vocabulary to describe the earth's 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> Know where Europe is on the map and make direct comparisons between Europe and other continents Know where the Mediterranean is in relation to Europe on a map Know a number of European countries and be able to talk about their locality in relation to the UK Know key physical and human geography features of Italy

	 <ul style="list-style-type: none"> To use six fig grid references to identify specific mountains in the UK Use maps, aerial photos and research to investigate similarities and differences in mountains across the UK. To know a mountain over 3000ft in Scotland is called a Munro after Hugh Munro and many mountains over 1000ft in the UK (Lake District) are called Wainwrights after Alfred Wainwright. 	<p>crust, the force of the lava and the impact on the surrounding area</p> <ul style="list-style-type: none"> To know why a volcano would erupt To know why we have volcanos including the positives (fertile soil in the aftermath) and negatives of devastation and impact on life To know where volcanos are in the world and why they are predominantly in certain areas eg the Ring of Fire To know Europe's only active volcanoes are located in Italy: Etna, Vesuvius and Stromboli. 	<ul style="list-style-type: none"> Know the term, 'Capoluoghi' (Chief town or city of a region) and understand 'regions' make up Italy To know that Rome is the capital of Italy To know Europe's only active volcanoes are located in Italy: Etna, Vesuvius and Stromboli. To know the six countries border Italy: France, Switzerland, Austria, Slovenia, Vatican City and San Marino.
Progression of skills (These will help the children achieve the knowledge)	<p>Direction/Location: Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.</p> <p>Drawing maps: Begin to draw a variety of thematic maps based on their own data.</p> <p>Using maps: Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Perspective: Draw a plan view map with some accuracy.</p> <p>Map knowledge: Identify significant places and environments</p> <p>Style of map: Use index and contents page within atlases.</p>	<p>Direction/Location: Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.</p> <p>Map knowledge: Identify significant places and environments</p>	<p>Direction/Location: Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.</p> <p>Representation: Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p>Using maps: Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. compare volcanoes). Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. ring of fire.)</p> <p>Map knowledge: Identify significant places and environments</p> <p>Style of map: Use index and contents page within atlases. Use medium scale land ranger OS maps.</p>
Fieldwork opportunities	<p>Roseberry topping climb:</p> <ul style="list-style-type: none"> Soil Survey and Microclimate survey. Quadrat sampling: Flora and Fauna count Vegetation (type, height, %cover) Erosion Litter Human management (Inc. Questionnaires/Interview). Environmental Quality Index (EQI). Emotional mapping. 		
6	<u>Coasts- fieldwork potential</u>		<u>Natural Disasters – bringing all geographical skills together</u>

	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> • To know what the NE coastline looks like and how where it is located on map • To know how coasts are formed, including understanding looking at the processes of erosion and deposition • To know what coastal erosion is and how it affects coastlines • To know how countries implement coastal management strategies and how this helps maintain the coastline • To know some of England's beaches based upon experience and knowledge • To know the importance of plastic waste on the coast 	<p><u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u></p> <ul style="list-style-type: none"> • To know what a natural disaster is and know that they happen in First and Third world countries to different effects • To know the impact of a natural disaster on human and physical geography and how this affects the population and the economy • To name well known natural disasters from across the world- happening in their lifetime or currently • To know why natural disasters might occur (linked to seasonal climate change) • To know how countries attempt to prevent natural disasters e.g. infrastructure, warning systems • To know why some places are more likely to be affected by Natural disasters • To know about a specific Natural disaster in more detail and be able to talk with knowledge about the reasons for it happening and the impact it had.
<p>Progression of skills (These will help the children achieve the knowledge)</p>	<p>Direction/location: Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Drawing maps: Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p>Representation: Use/recognise OS map symbols; Use atlas symbols.</p> <p>Using maps: Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Scale/distance: Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p> <p>Perspective: Draw a plan view map accurately.</p> <p>Map knowledge: Confidently identify significant places and environments</p> <p>Style of map: Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>	
<p>Fieldwork opportunities</p>	<p><u>Local coast</u></p> <ul style="list-style-type: none"> • I-Spy (identify coastal features) • Measuring Long-Shore Drift • Field sketches • Environmental Quality Index (EQI) • Interviews/Questionnaires • Journey Stick • Emotional Mapping 	