



Dovedale Primary School

Long Term Plan

Geography



EYFS	Autumn	
	Looking after living things The children learn about what makes animals happy, why living in different habitats is right for them and why they would not like living somewhere else. E.g. a duck living in the pond in Greenbank park compared to living on Allerton road, a tiger living in Antarctica and a penguin in the jungle.	Vocab: Habitat, Environment, Wildlife, Tree cavity, Burrow, Warren, Forest, jungle, polar, climate, diet, Features, Autumn
	Required Prior Knowledge <ul style="list-style-type: none"> Children may understand how to care of pets Animals you may find in the park 	End Point <ul style="list-style-type: none"> Children can talk about features of a wooded area Children can name animals that live underground and above ground Children can talk about an environment and the animal it is best suited to
	Spring	
	Local area The children explore areas in the classroom to make a simple map using their own pictures and symbols. They then explore the school and begin to record their journey. We will look at our homes and where we live and the landmarks we pass on the way.	Vocab: house, community, town, city, flat, road, street, park, symbol, journey, route, map, landmarks
	Required Prior Knowledge <ul style="list-style-type: none"> They live in Liverpool They know where they live and the type of building they live in (flat, house) 	End Point <ul style="list-style-type: none"> Complete a journey stick To be able to talk about what they see and to be able to talk about where they live Compare UK to other countries e.g. hot/cold.
	Summer	
	Seasons (linked with Science) Look at different seasons of the year - how does this change what you wear? What are the similarities and differences? Children begin to compare the weather in Liverpool to weather in other parts of the country, e.g. London. Look at the similarities and differences and compare the two places on a map. Children also think about their responsibility looking after their world.	Vocab: snowy, colder, winter, autumn, darker, frost, warmer, summer, spring, clothing,
	Required Prior Knowledge <ul style="list-style-type: none"> Children experience different weathers Children know the seasons change 	End Point <ul style="list-style-type: none"> To name the four seasons To be able to talk about changes in the seasons



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		<ul style="list-style-type: none">• To identify appropriate clothes to wear in different seasons and explain why.• Children can talk about an environment and know how to make an environment better
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Year 1	Autumn	
	Where are we? Focusing on our school, local area, Mossley Hill.	Vocab: aerial view, symbols, human features, physical features, key, map, city, factory, house, office, shop, farm, village, town, compass, North, South, East, West
	Required Prior Knowledge <ul style="list-style-type: none">That they are part of a local community.They should be able to make comments about their familiar world and where they live.Express opinions on natural environments that they have observed (objects found around school/field, plants, animals).Understand signs and symbols around school.	End Point <ul style="list-style-type: none">Understand positional language within the classroom (encourage map work to support).To use and apply a key to show where things are in maps.To understand what a map is and how it is used (symbols).To understand what an aerial view is and look at a variety of examples to show this.Build to using map skills around other known areas (e.g. school, corridor). Knowing it can be used to find the way from one place to another.To understand they live in the local area Mossley Hill and that it is in a city.Human features are natural, physical features have been built by people.Observe and compare city to countryside (human and physical).
	Spring	
	Countries and Capitals of the UK.	Vocab: coast, Northern Ireland, Scotland, Wales, England, London, Cardiff, Edinburgh, Dublin, city, town, village, human features, physical features, North, East, South, West.
	Required Prior Knowledge <ul style="list-style-type: none">A map is a picture of a place usually drawn from above (aerial view)Human features are natural, physical features have been built by people	End Point <ul style="list-style-type: none">Know that England is the country they live in.Know that the UK is a union of four countries.Have a basic understanding that the UK is pieces of land boarded by four seas.To know that countries have a capital city.To learn about other settlements: city, town and village – compare human and physical features of each.
	Summer	
	Seaside fieldwork	Vocab: human and physical features, beach, cliff, coast, sea, harbour, lighthouse, fort, promenade, rockpool, lifeguard.
	Required Prior Knowledge <ul style="list-style-type: none">Know that the UK is a union of four countries.Human features are natural, physical features have been built by people.	End Point <ul style="list-style-type: none">Liverpool is a coastal city that is situated amongst beaches.Know the human and physical features of a seaside



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| | | <ul style="list-style-type: none">• Experience visiting a seaside (New Brighton) to discuss the human and physical features of the seaside.• Look at aerial photographs of New Brighton to reflect on fieldwork. |
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Year 2	Autumn	
	The UK, World Continents and Oceans	Vocab: continent, hot, cold, climate, Europe, Asia, Africa, North America, South America, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, North, South, East, West, North West, South West, North East, South East,
	Required Prior Knowledge <ul style="list-style-type: none"> Children can talk about an environment and know how to make an environment better (EYFS) Atlases show us the physical features of a place Aerial photographs show the main human and physical features of places. 	End Point <ul style="list-style-type: none"> Know that a continent is a large solid area of land: the world is made up of seven continents. Know that the Earth is a sphere made up of pieces of land and sea and be able to name the 7 continents and 5 oceans it is split into. Know that some parts of the world are hot and some are cold and the reasons why. Know some causes and effects of ocean pollution Know a range of ways we can look after the environment
	Spring	
	Compare Liverpool to Mumbai	Vocab: continent, vegetation, equator, weather, season,
	Required Prior Knowledge <ul style="list-style-type: none"> To know that the seasons change (EYFS&Y1) A map is a picture of a place usually drawn from above (aerial view) (Y1). Human features are natural, physical features have been built by people (Y1) 	End Point <ul style="list-style-type: none"> To know that countries located close to the equator are hot Know that Mumbai is a country in India. Understand that India is a country in Asia, which is a different continent to Europe. To compare the diet, houses, culture, religion, weather, land use (vegetation), population and hygiene between the contrasting cities.
	Summer	
	Come and visit us!	Vocab: human and physical features, river, city, port, shop, office, house, factory
	Required Prior Knowledge <ul style="list-style-type: none"> That they live in Liverpool and it is a city (Y1) Children can identify familiar features on a simple map (Y1) Children can read and understand maps of a known area. (Y1) 	End Point <ul style="list-style-type: none"> Children to have a deep understanding of the city they live in, both physical and human features. They should be able to identify key landmarks in the City Centre. To know Liverpool is a port. Children will be able to read and apply map skills linked to Liverpool.



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Year 3	Autumn	
	UK, Countries, Cities and Regions (and counties)	Vocab: United Kingdom, county, physical features, human features, mountain, coast, river, North West, North East, South East, South West.
	<u>Required Prior Knowledge</u> <ul style="list-style-type: none">• That England is the country they live in (Y1)• Know that the UK is a union of four countries (Y1)• Know that the UK is boarded by four seas (Y1)• Know that countries have a capital city but are made up of different settlements: towns and villages (Y1)• Human features are natural, physical features have been built by people (Y1)• A compass is a tool which shows people the direction they are travelling in and helps them find their way (Y1)• Atlases show us the physical features of a place (Y2)• Aerial photographs show the main human and physical features of places (Y2) <u>Connect</u> <ul style="list-style-type: none">• In which continent is the UK? (Y2)• UK is not near the equator – is it tropical or temperate climate? (Y2)• Liverpool is a large city in the UK. Is it North West, South East or South of England? (Y2)• Label the four countries of the UK (Y1)• Liverpool is what type of settlement: Town, city, or village? (Y1)• Liverpool is a coastal city with many boats visiting for trade, Liverpool is a P _ _T (Port) (Y1)• Look at this map Compass points N,S,E,W. Scotland is ? Wales is ? London is ?	<u>End Point</u> <ul style="list-style-type: none">• Know the key physical features of the UK (hills, mountains, coasts and rivers)• Begin to know that a county is a smaller area of the UK containing lots of towns and villages.• Know similarities and differences between UK settlements• Use the eight points of a compass to build their knowledge of the UK• Know some causes for places changing over time• Know how to use four-figure grid references to find a location



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Spring	
Mountains of the World	Vocab: mountain, peak, range
<p>Required Prior Knowledge</p> <p>Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2)</p> <ul style="list-style-type: none"> Know that some parts of the world are hot and some are cold (Y1). <p><u>Connect</u></p> <ul style="list-style-type: none"> The Earth is divided into large regions called Continents, They are Asia, ____, North America, ____ etc. (Y2) This image is rock hardened from magma/lava. It is i _ _ _ _ _ s (Y3) Map. This is the longest mountain range – the Andes – it is in which continent is it? (Y2/Y5) The Alps spread through France, Austria, Germany, Italy. They is in which continent? (Y2) Image: a wind turbine is a Human feature; a mountain is a P ____ feature (Y1) From what you know about mountains, Why do you think people don't often create settlements on mountains? (Y1 settlements) Look at these OS symbols for things in Mumbai (port, museum, airport) How is Mubai like Liverpool? (Y2) 	<p>End Point</p> <ul style="list-style-type: none"> Be able to explain what makes a mountain a mountain. Know a group of mountains are called ranges (visit from mountaineer). Understand the formation and layers of the Earth (mantle, crust etc). Know a range of ways mountains can be formed (e.g. volcanic mountains, movement within Earth's surface or crust. Know the risks associated with mountain climates Know how to identify high and low areas of land on a map Name and locate the three peaks in the UK Be able to name and locate the seven highest peaks of the world. Locate a range of countries on a world map that include mountain ranges.
Summer	
Geographical Skills and Fieldwork including ordnance survey maps	Vocab: ordnance survey map
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> That they live in Liverpool and it is a city (Y1) Children can identify familiar features on a simple map (Y1) Children can read and understand maps of a known area. (Y1) Children to have a deep understanding of the city they live in, both physical and human features (Y2). <p><u>Connect</u></p> <ul style="list-style-type: none"> Here is Liverpool on a map, because it is near lots of beaches, it is on the C _ _ _ T (coast Y1) 	<p>End Point</p> <ul style="list-style-type: none"> Use OS symbols to identify features Locate specific places on an OS map Know some ways to observe, measure, record and present the human and physical features of a local area Prepare for and complete a local area fieldwork trip in which children use their knowledge of OS maps and apply them.



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	<ul style="list-style-type: none"> Look at these landmarks from the city centre and label them (Y2) Label these 4 physical features of the UK (hill, mountain, river, coast) (Y3) Match these OS symbols to the seaside word (Y1) beach, cliff, forest, sea, marina (Anchor) Match these OS symbols to things you would find in Liverpool (Y2) river, church, shop, airport, museum, 	
Year 4	Autumn	
	Liverpool vs Athens. Settlement and land use	Vocab: settlement, land use, rural, physical features, human features, tourism, climate, regeneration, region, economic
	<u>Required Prior Knowledge</u> <ul style="list-style-type: none"> What a settlement is (Y3) Physical features of Europe (Y3) Use aerial photographs to identify the main human and physical features of the UK (Y2) Know that Europe is one of the seven continents of the world (Y2) <u>Connect</u> <ul style="list-style-type: none"> Look at this map. Athens and Liverpool are both found in which continent? (y2) Which of these OS symbols would you find in Liverpool but NOT in Athens? (Y2/Y3) river, shop, airport, museum Match the climate to the city: Liverpool; Athens; temperate; Mediterranean. (Y2) Liverpool has lots of trade with other parts of the world by sea. It is a P____ (port) (Y2) Here is Mount Lycabettus in Athens, made mainly of limestone – what type of rock is limestone? S_____ Y (Y3) 	<u>End Point</u> <ul style="list-style-type: none"> Different ways the land can be used (e.g. farming, rural) Compare Liverpool and Athens, in relation to housing, trade and economic activities. Understand geographical similarities and differences through the study of human and physical geography between Liverpool and Athens. Know that tourism and trade are economic activities Compare the climate between the UK and Greece



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Spring	
Tectonic Plates, Earthquakes and Volcanoes	Vocab: volcano, earthquake, Earth's crust, tectonic plates, molten, seismic waves, dormant, magma, lava, eruption
Required Prior Knowledge <ul style="list-style-type: none"> Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2) Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) Locate France, Italy, Germany, Spain and Greece on different maps (Y3) <u>Connect</u> <ul style="list-style-type: none"> Label the image of the Earth's layers (Y3) Crust etc. This is rock hardened from magma/lava. It is i _ _ _ _ _ s (Y3) Here is a tectonic plate running between which two continents? (Europe and Africa) (Y2) Match the Country to the Capital city: Germany, France, Italy, Spain, Greece; Athens, Paris, Berlin, Madrid, Rome Athens is an Ancient city, record 1 fact about it's history (Y4 – history) Methana Volcano (active) in Athens has had people settling since the Neolithic age, why do you think this is? (Y3/Y4) What is the difference between a mountain and a volcano? (Y3) 	End Point <ul style="list-style-type: none"> Know how earthquakes are caused Know how volcanoes are formed Know that volcanoes and earthquakes impact settlement, land use and economic activity Know why most volcanic eruptions and earthquakes occur in the 'Ring of Fire'. Create a volcano and make a set of instructions (cross curricular link).
Summer	
North America	Vocab: colony, homestead, transcontinental, climate, biome, precipitation, drought, hemisphere, savannah, temperate forest, desert
Required Prior Knowledge <ul style="list-style-type: none"> Know that countries located close to the equator are hot (Y2) Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into (Y2) Use maps and atlases to locate the world's 7 continents and 5 oceans (Y2) Compare settlement, land use and economic activity between two different regions of Europe (Y3). <u>Connect</u> <ul style="list-style-type: none"> In order of size, where does North America come as a continent? Circle 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, (Y2) 	End Point <ul style="list-style-type: none"> Know that North America is a continent made up of 23 countries Use maps to identify different climate zones in one country Know different places have different biomes Discuss ways climate impacts vegetation belts, settlement and land use Compare the climate and biome between the UK and North America



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- North America has 3 oceans surrounding it: P_____. AT_____. AR_____. (Y2)
- North America has most types of climate. Name these three. T R _____ L/ T E _____ E/ P _____ R (Y2/Y4)
- Look at this map – why do you think parts of Florida have a tropical climate? Ans: close to tropic of Cancer / equator (Y2)
- Most of NA has a temperate climate like the UK. What does this mean it is like? Cold winters, warm summers (Y2)
- There are about 169 active volcanoes in North America. How is a volcano formed? (Y4)
- Here are Mumbai and Athens on a map. Label the climate: Humid or Mediterranean. Why is Mumbai hotter? Mumbai is closer to the equator. (Y2)



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Year 5	Autumn	
	Around the World Longitude and Latitude	Vocab: latitude, longitude, Equator, hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time
	Required Prior Knowledge <ul style="list-style-type: none"> Know there can be a range of climate zones in one country. (Y4) Know different places have different biomes. (Y4) Know features of some of the world's major biomes. (Y4) <u>Connect</u> <ul style="list-style-type: none"> Label the 7 continents (Y2) North America climate zones range from tropical to polar. Why is this? (Y4) North America has 3 oceans surrounding it: P_____. AT_____. AR_____. (Y2) Label these types of biome images from North America (forest, desert, grassland) (Y4) Which important lines of latitude does Mumbai in India lie between on this map (Y2) If Athens in Greece is +2 hrs ahead of GMT what time is it in Athens now? (Y4) 	End Point <ul style="list-style-type: none"> Know how to use longitude and latitude to find places. Know why we have time zones. Know features of the world's major biomes. Know how the world's main climate zones differ. Confidently use OS symbols to identify features
	Spring	
	South America – Brazil, The Amazon River (tropical rainforest, aquatic biomes)	Vocab: climate, biome, biodiversity, vegetation, ecosystem, deforestation, indigenous, preserve
	Required Prior Knowledge <ul style="list-style-type: none"> Know that countries located close to the equator are hot. (Y2) Know that the earth is a sphere made up of pieces of land and sea. Naming the 7 continents and 5 oceans it is split into. (Y2) Know that different places have different climates. (Y4) Know different places have different biomes (Y4) Know that climate impacts vegetation belts, settlement and land use (Y4) <u>Connect</u>	End Point <ul style="list-style-type: none"> Know where the world's rainforests are located. Know how a rainforest biome differs to theirs. Know how vegetation in a rainforest is structured and how this impacts biodiversity. Know some ways deforestation affects the world. Know some ways individuals can help preserve the rainforest. Know how to use six-figure grid references to find a precise location. Know how geographical features have impacted settlement, land use and economic activity.



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<ul style="list-style-type: none"> • Five types of biome can be found in North America. Name these 3: T _ _ _ / G _ _ _ _ _ / D _ _ _ _ (Y4) • Match these images of South America to the correct biome Atacama desert;, Pampas Grasslands, Tropical rainforest (Y4) • Use this map of the South American tectonic plate to explain how the Andes Mountain range was formed. (Y4) • Link these rainforest animals to the correct category: Herbivore, Carnivore, Omnivore (Y4 – science) • Look at this map – which two important lines of latitude run through South America? (Y5) 	<ul style="list-style-type: none"> • Use a range of methods to observe, measure, record and present the human and physical features.
<h2>Summer</h2>	
<h3>Water cycle and River Fieldwork (marine biomes)</h3>	<p>Vocab: distribution, natural, water cycle, sustainable, conserve, tributary, confluence, delta, flooding, dam</p>
<p><u>Required Prior Knowledge</u></p> <ul style="list-style-type: none"> • Know how beaches are formed (erosion & deposition. Y1,4) • Know that climate impacts vegetation belts, settlement and land use. (Y2,4) • Know the main physical and human features of countries across different regions of Europe. (Y3,4) • Know some issues linked to distribution and access to water in different parts of the world. (Y2,4) <p><u>Connect</u></p> <ul style="list-style-type: none"> • Match the words to the diagram of the water cycle (evaporation, condensation, surface run-off (Y4 science) • Match the biome to the image (marine, desert, freshwater, grassland) • Write these words under each river: <u>Amazon River; River Mersey</u> (Albert Dock, Rainforest, Towns, Indigenous people) (Y5/Y2) • Based on the two climates, which river is more likely to flood? Amazon River or River Mersey? • How could mountains be an important part of the water cycle? (Y3) 	<p><u>End Point</u></p> <ul style="list-style-type: none"> • Know the significance of energy. • Know the key aspects of the water cycle. • Know some issues linked to distribution and access to water in different parts of the world. • Know the key features of a river system. • Know how rivers and landscape change over time. • Know some causes of flooding. • Know the impacts of flooding.



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Year 6	Autumn	
	Distribution of National Resources Trade links (energy, food, minerals, water)	Vocab: distribution, energy, minerals, banking, economy, education, farming, finance, healthcare, industry, insurance, leisure, manufacture, pollution, retail, revolutionary, service industry
	Required Prior Knowledge <ul style="list-style-type: none">• Know how geographical features have impacted settlement, land use and economic activity. (Y5)• Know the significance of energy. (Y5)• Know some causes for places changing over time. (Y3)• Know the steps in the water cycle. (Y5) <u>Connect</u> <ul style="list-style-type: none">• A focus this term is how to reduce water wastage. Countries in orange and yellow here have trouble accessing clean drinking water. Which continent does this mainly cover? (Y5)• What is happening in the Amazon Rainforest that is unsustainable? (Y5)• Why does Liverpool's geographical location make it good for trade? (Y5 - history)• UK map of wind turbines. Why do you think so many are near to Liverpool's location?• Which natural resource would you expect to be distributed from the Amazon Rainforest?• North America is the UK's largest trading partner – how does their geographical locations help trade?	End Point <ul style="list-style-type: none">• Understand the key aspects of human geography: economic activity trade links and the distribution of natural resources including energy, food, minerals and water.• Understand why foods are imported and exported, identifying benefits and issues.• Identify ways to reduce food wastage.• Recall the main stages of electricity distribution.• Identify what makes an energy source renewable.• Name some of the methods of power generation used in the UK Identify ways to reduce energy usage.• Use locational knowledge to discuss the issues linked to distribution and access to water in different parts of the world.• Identify ways to reduce water wastage.• Explain how small changes can lead to a big impact.• Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.



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Spring		
Distribution of National Resources Trade links (energy, food, minerals, water)		Vocab: distribution, energy, minerals, banking, economy, education, farming, finance, healthcare, industry, insurance, leisure, manufacture, pollution, retail, revolutionary, service industry
Required Prior Knowledge <ul style="list-style-type: none">Know how geographical features have impacted settlement, land use and economic activity. (Y5)Know the significance of energy. (Y5)Know some causes for places changing over time. (Y3)Know the steps in the water cycle. (Y5)		End Point <ul style="list-style-type: none">Understand the key aspects of human geography: economic activity trade links and the distribution of natural resources including energy, food, minerals and water.Understand why foods are imported and exported, identifying benefits and issues.Identify ways to reduce food wastage.Recall the main stages of electricity distribution.Identify what makes an energy source renewable.Name some of the methods of power generation used in the UK Identify ways to reduce usage.Use locational knowledge to discuss the issues linked to distribution and access to water in different parts of the world.Identify ways to reduce water wastage and explain how small changes can lead to a big impact.Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.
Summer		
Arctic and Antarctic circle (aquatic biomes)		Vocab: Arctic and Antarctic circle, equator, latitude, longitude, location, northern hemisphere, prime/Greenwich meantime, region, southern hemisphere, time zone, tropics of Cancer and Capricorn
Required Prior Knowledge <ul style="list-style-type: none">Know about the different plants, animals and conditions which foster in a marine biome. (Y5)Know there can be a range of climate zones in one country. (Y4)Know different places have different biomes. (Y4)Know features of some of the world's major biomes. (Y4)		End Point <ul style="list-style-type: none">Know how to use longitude and latitude to find places.Know why we have time zones.Know features of the world's major biomes and where aquatic biomes are located.Know how the world's main climate zones differ.Understand locational knowledge: position and significance of latitude, longitude, Equator, hemispheres, tropics, Arctic and Antarctic Circle, the Prime/Greenwich.Know the location of each on opposite sides of the planet.Understand about the climate of both, as well as the wildlife and plant life that live there.



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Connect

- Look at a world map of biomes. Why are tropical rainforests on the same line of latitude? (Y5)
- Which type of aquatic biome runs through the Amazon Rainforest? (Y5)
- Which ocean and continent are located below the Antarctic Circle? (Y2)
- Match the animal to the correct biome. (Y4/5) (rainforest, desert, marine, freshwater)
- Look at a world map of biomes. What is the main difference between biomes at the Arctic and Antarctic circles? (Y4)
- Match the animal to the biome (penguin – ice, grey wolf – tundra, lion grassland. (Y5/Y6)