

Edited and adapted by TCLT



Tyne Community Learning Trust Geography Intent

The intent of our TCLT Geography curriculum is to inspire curiosity and fascination about the world and its people and to provoke and provide answers to questions about the natural and human aspects of the world. The curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As the curriculum progresses pupils develop a knowledge of the world which deepens their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our curriculum aims to develop analytical and critical thinking and interpretation skills through a range of enquiries which require problem solving and decision making. This will enable pupils to truly understand who they are, their place in the world, their heritage and appreciate a wide and rich cultural diversity. We want our pupils to be equipped with the knowledge and skills that enable them to make their own decisions about now and the future and to become socially responsible, global citizens.

TCLT Geography Long Term Plan

	Autumn	Spring	Summer
Year 1	<p>Mapping and Fieldwork - Local Area (Unity)</p> <p>NC: Geography Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Devise a simple map</p> <p><u>Key Questions:</u> What is a map? How do I make a map? How do I show what a place is like? How do I make a real map? How do I follow a map?</p>	<p>Continents and Countries (Unity) Seasonal Change and Weather Patterns (TCLT)</p> <p>NC: Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>NC: Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>NC: Geographical skills and fieldwork Use world maps, atlases and globes to identify UK and its countries. Use observational skills to measure and study weather patterns.</p> <p><u>Key Questions:</u> What are the 7 continents of the world? What are the 5 oceans of the World? What are the four countries of the UK? What are the capital cities of the UK? What is special about the capital cities of the UK? What seas are around the uk? What are the seasons in the UK? What is the weather like in the UK?</p>	<p>Hot and Cold Countries (Unity) Seasonal Change and Weather Patterns (TCLT)</p> <p>NC: Human and Physical Geography Identify seasonal and daily weather patterns of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Key Questions:</u> Where is the equator? Where is hot and where is cold on the Earth? Where are the North and South Poles? Where is Australia? What is the weather like in Australia?</p> <p>Recap on 7 continents and 5 oceans Recap on seasons of UK</p>

<p>Year 2</p>	<p>Fieldwork skills - Maps, Symbols, Directions</p> <p>NC: Geographical skills and fieldwork use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use and construct basic symbols in a key. Devise a simple map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Key Questions:</u> How do we find and describe places on a map? What physical features does a place have? What human features does a place have? How can we use map keys to show what a place is like? How can we show what a place is like (sketch map)? How does the scale of a map tell us what the area around our school is like?</p>	<p>From here to Africa</p> <p>NC: Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting nonEuropean country</p> <p>Re-cap: UK countries and capital cities Continents and oceans</p> <p><u>Key Questions:</u> Where is the continent of Africa? Where is Kenya? What is the capital city of Kenya and where is it? What are the human and physical features? Where is Eldoret? Where is Newcastle? What are the human and physical features? How are Newcastle and Eldoret similar/different?</p>	<p>Human and Physical Features (Rural, Urban, Coastal)</p> <p>NC: Physical and Human Geography Use geographical vocabulary to refer to: Key physical features (beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation) Key human features (city, town, village, factory, farm, house, harbour)</p> <p>Geographical Skills and Fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use and construct basic symbols in a key</p> <p><u>Key Questions:</u> What are the human and physical features of my area? What are the human and physical features of Tynemouth? How can I use a key to identify key features? How can I describe where things are?</p>
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<p>Year 3</p>	<p>Longitude and Latitude (UY4) + Environmental Regions (UY4)</p> <p>NC: Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Key Questions:</u> What are lines of Latitude? What are lines of Longitude? How do the lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? What are time zones and how do they affect us? How does day and night occur? What is an environmental region? What are the environmental regions of Europe?</p>	<p>South America Environmental Regions (Unity Y4) Yanomami People (Unity Y2)</p> <p>NC: Locational Knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America</p> <p><u>Key Questions</u> Where is South America? What are the environmental regions of South America? What are the major countries and cities of South America? What are the key human and physical features of South America? Where are the rainforests and what are they like? How do the Yanomami people live? What is different about my location and the Yanomami?</p>	<p>Tracking Hadrian's Wall (TCLT) OS Map Skills (Unity) + United Kingdom Study (Unity)</p> <p>Revision of capital cities of the UK + location of cities in UK</p> <p>NC: Locational Knowledge 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Geographical Skills and Fieldwork Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p><u>Key Questions:</u> What are the regions of the UK? What are the physical and human</p>
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<p>Year 4</p>	<p>Natural Resources - Borneo (TCLT) Revision of continents and oceans</p> <p>NC: Locational Knowledge Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, equator, Northern/Southern hemisphere</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of Borneo</p> <p>Human and Physical Geography Describe and understand human geography, including: types of settlement and land use, economic activity, distribution</p>	<p>My School in 9 Photographs (KnowhowEd) Mapping and Fieldwork - Unity Y3</p> <p>NC: Place Knowledge Understand geographical similarities and differences through a study of human and physical geography of 2 places.</p> <p>Geographical Skills and Fieldwork Use maps, digital/computer mapping to locate areas of study Use fieldwork to observe, record and present the human and physical features in a local area</p> <p>Key Questions: What is an 8 point compass? What is located near my school? What are the human and physical features located near my school?</p>	<p>Rivers (Unity) OS Maps Revision (Y3 unity) Water Cycle Revision (Link to Science States of Matter)</p> <p>NC: Human and Physical Geography Describe and understand key aspects of rivers and the water cycle</p> <p>Key Questions: What are the features of a river? What is our local river and what features can we see? Where does the River Tyne come from and where does it flow? Plot the journey of the River Tyne</p> <p>What is the water cycle?</p>

	<p>of natural resources.</p> <p><u>Key Questions</u> Where is Borneo? What are the environmental regions of Borneo? What are the human and Physical features of Borneo? What is deforestation? What impact does this have on the people/the wild life? Is deforestation necessary?</p>	<p>What are the 9 most important pictures that represent my school? How do I read aerial photographs? Where is the partner school located? What are the human and physical features located near my partner school? What similarities and differences are there between my school and my partner school?</p>	<p>How does the water cycle work? What affects the water cycle?</p>
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