

COTHERSTONE PRIMARY SCHOOL
LONG TERM PLAN
CYCLE A
CYCLE B

Education Durham Geography KS1 and KS2 Long-term plan outline update 2020. An approach to a 2 Year Rolling Plan.

This revised long term overview replaces earlier guidance and reflects the ongoing work of the Durham Primary Humanities Network. For further guidance and planning support, please contact David.Firth@Durham.gov.uk. In this example plan, coherence was brought by going up the scale in KS1 from local to UK to World. In lower KS2, an organising principle of local/national/ Europe has been used. In Upper KS2, links and locations, geographical processes and then comparative geography approaches have been used.

Year	Autumn	Spring	Summer
1/2 A	<p>What is my place like? My Geography Home and School – Location and description. Focus: Fieldwork and observational skills. Basic maps. <i>Builds on: Early Years Geography</i> <i>Prepares for: What can I find/Why is the NE special??Where shall we go?</i></p>	<p>What is my country like? UK countries, capitals and seas and landmarks Focus: locations, map skills, basic atlas introduction/ development <i>Builds on: What is my place like/map skills</i> <i>Prepares for: Why is my world wonderful/What can we discover about the UK?</i></p>	<p>Why is my world wonderful? Simple world Maps and features, Equator, Poles Focus: continent, oceans, mountains, rivers. Direction from UK. Use of GIS, simple world maps, atlases <i>Builds on: What is my place/country like</i> <i>Prepares for: Discovery units UK/Europe/World</i></p>
1/2B	<p>What can I find? Me and my corner of the world. Local area. Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language <i>Builds on: What is my place like?</i> <i>Prepares for: NE England and cities unit</i></p>	<p>What can we discover around the UK? NESW. UK mountains, islands, lakes, rivers, forests. Focus: locations, map skills, basic atlas use. <i>Builds on: What is my country like.</i> <i>Prepares for: Is the UK the same everywhere?</i></p>	<p>Holidays – where shall we go? Place comparisons – geographical features. Focus: contrast area of UK and area of non-European country, e.g. Town or village on UK Coast and Kenyan village (Safari). <i>Builds on: What is my place like/What can I find.</i> <i>Prepares for: What can we discover about Europe?</i></p>
	Local Geography	UK Geography	European Geography
Y3/4 A	<p>We've got it all! Why is the North East special? Regional focus with lead on rivers and coasts. Focus: Fieldwork, water cycle, rivers- their formation and impact. <i>Builds on: What is my place like/What can I find?</i> <i>Prepares for: What shapes my world/rivers & coastal fieldwork.</i></p>	<p>UK Discovery – is the UK the same everywhere? Focus: Physical geography - hills, coasts, rivers, briefly: farms, industry, population. Towns, cities and counties. <i>Builds on: What is country like/What can we discover about the UK?</i> <i>Prepares for: Discovery Europe/Why do we have cities?</i></p>	<p>What can we discover about Europe? Places, features and people. Focus: land use, key human features (cities, population, trade/ resources) and locations. Map/ atlas grid references. Use of geographical figures/ graphs Builds on: Prepares for:</p>
Y3/4 B	<p>Local fieldwork – school discretionary study. Eg Coasts (see Seaham fieldwork unit) or Rivers <i>Builds on: Why is the NE special/Is the UK the same everywhere/Where shall we go?</i> <i>Prepares for: What shapes my world</i></p>	<p>Why do we have cities? UK towns, cities and counties. Focus: city function, and jobs land use types/patterns, settlement growth, contrasting cities case study. <i>Builds on: What is my country like/Where shall we go?</i> <i>Prepares for: Destination Sao Paulo</i></p>	<p>Why does Italy shake and roar? Bay of Naples. Focus: region in Europe, physical and human characteristics, tectonics. Compare to North East England. <i>Builds on: What is my country like/Why is the NE special?</i> <i>Prepares for: What shapes my world?</i></p>
	Global links and locations	Geographical processes	Region of the UK and comparison to a region in North or South America
Y5/6 A	<p>Where could we go? Fantastic Journeys. Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics. Pupils could also study different countries or features. <i>Builds on: Why is my world wonderful?</i> <i>Prepares for: Destination Sao Paulo/Fantastic Forests</i></p>	<p>What shapes my world? Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones Older pupils could study different biomes, climate zone or tectonic case study. <i>Builds on: Coastal or Rivers fieldwork/Why does Italy shake and roar?</i> <i>Prepares for: Fantastic forests/climate change/Rivers fieldwork</i></p>	<p>Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks. Ordnance survey/GIS locational work <i>Builds on: What shapes my world/Why is my world wonderful?</i> <i>Prepares for: pupils could also study a different type of forest/fieldwork skills.</i></p>

<p>Y5/6 B</p>	<p>Where has my food come from? Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation. Ordnance survey map link <i>Builds on: Fantastic journeys/where could we go?</i> <i>Prepares for: fieldwork skills/Discovery units</i></p>	<p><i>School discretionary study- Rivers Study or</i> Climate Change – Oxfam KS2 SOW (https://www.oxfam.org.uk/education/resources/climate-challenge-7-11) Cause and evidence – Natural and human Impact – at a range of scales (case studies) Mitigation – Individual, local, national and international. <i>Builds on: What shapes my world/fieldwork skills</i> <i>Prepares for: KS3 Secondary ready</i></p>	<p>Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus. <i>Builds on: Fantastic Journeys/Why do we have cities?</i> <i>Prepares for: students could study Rio as a comparison. Students upon completion of the units should be secondary ready!</i></p>
-------------------	---	--	--