

## Geography Long Term Plan

(Approximately 36 hours teaching time over each year, with environmentally themed days as an additional enrichment)

Year Group	AUTUMN		SPRING	SUMMER
<b>Year 3</b>	Adapted from QCA Unit 7 <u>Investigating Weather</u> (17 hrs, long unit, including school-based fieldwork)	→	Adapted from QCA Unit 9 <u>Investigating Settlements</u> (7 hrs, short unit)	Adapted from QCA Unit 6 <u>Investigating Whitstable</u> (12 hrs, medium unit, including local fieldwork)
<b>Year 4</b>	Adapted from QCA Unit 10 <u>Investigating Jamaica</u> (17 hours, long unit, a less economically developed locality)	→	Adapted from QCA Unit 19 <u>Investigating journeys</u> (7 hours, short unit)	Adapted from QCA Unit 8 <u>Investigating the school environment</u> (12 hours, medium unit, including school-based fieldwork)
<b>Year 5</b>	Adapted from QCA Unit 14 <u>Investigating rivers</u> (17 hours, long unit, including fieldwork in Canterbury)	→	Adapted from QCA Unit 13 <u>Investigating Birmingham</u> (7 hours, short unit, a contrasting locality in the UK)	Adapted from QCA Unit 20 <u>Investigating the Whitstable wind farm</u> (12 hours, medium unit)
<b>Year 6</b>	Adapted from QCA Unit 11 <u>Investigating Water</u> (17 hours, long unit)	→	Adapted from QCA Unit 15 <u>Investigating mountain environments</u> (12 hours, medium unit)	Adapted from QCA Unit 18 <u>Investigating links with Europe</u> (7 hours, short unit, including fieldtrip to France)

→ Shows overlap into Spring Term if necessary →

**Summary of each geography unit showing continuity and progression  
and main links to other curriculum units**

**Year 3**

**Investigating Weather**

(Adapted from QCA Unit 7)

*(17 hrs, long unit, including school-based fieldwork)*

This unit builds on prior learning in key stage 1 (especially units 1 and 5) and develops ideas about weather conditions, both locally and around the world. An integral aspect is the pupils' use of weather recording instruments over a period of time, for data handling and analysis of weather patterns. Research skills, using atlases, brochures and the Internet are introduced and used in a collaborative way. The relationship between the weather and tourism is a main focus. Year 4 work on Jamaica and year 6 work on mountain environments will extend this idea further.

**Investigating Settlements**

Adapted from QCA Unit 9

*(7 hrs, short unit)*

This unit builds on prior learning in key stage 1 (especially unit 1) and develops simple mapping skills, such as the use of keys and symbols and the idea that places are linked together. It is timed to run alongside the History unit on Romans, Saxons and Vikings and complements the ideas explored here. The concept of 'place' is further developed in year 4 (Investigating Jamaica), year 5 (Investigating Birmingham) and year 6 (Investigating Europe).

**Investigating Whitstable**

Adapted from QCA Unit 6

*(12 hrs, medium unit, including local fieldwork)*

This unit builds on prior learning in key stage 1 (especially unit 1) and the previous year 3 unit on Investigating Settlements. Fieldwork skills are an integral focus, as are the interpretation of local street maps and aerial photos. Subsequent work in Y4 in History (Victorian Whitstable) will complement this unit and develop the idea of change over time. Comparisons with other places, such as Jamaica (year 4), Birmingham (year 5) and France (year 6) will further extend the knowledge gained in this unit.

## **Primary Geography Subject Leaders**

### **Year 4**

#### **Investigating Jamaica**

Adapted from QCA Unit 10

*(17 hours, long unit, a less economically developed locality)*

This unit is essentially a location study, building on skills and knowledge gained in year 3 units (i.e. Settlements and Whitstable), and being extended in year 5 (Birmingham) and year 6 (Europe). Key enquiry questions are:

- Where is Jamaica?
- What is it like to live there?
- How do the physical features (especially the weather) affect life on the island?
- What environmental concerns are there?

Pupils (individuals/groups/whole class) are encouraged to seek information from a wide range of sources and present it in imaginative ways.

#### **Investigating journeys**

Adapted from QCA Unit 19

*(7 hours, short unit)*

It is suggested that this unit runs alongside the Art unit 'Journeys'. The main focus is in the development of the children's understanding of maps and includes the main enquiry questions:

- How can we get from place to place?
- How can journeys be depicted/described?
- How do maps work?

The unit builds on the year 3 work on 'Investigating Whitstable' and further develops the pupils' use of local maps and aerial photographs, keys and symbols. It also involves the creation and use of school-based trails

#### **Investigating the school environment**

Adapted from QCA Unit 8

*(12 hours, medium unit, including school-based fieldwork)*

It is suggested that this unit is linked to the ICT unit 'Collecting and presenting information' and followed as a joint theme. The main focus is the active involvement of all pupils in the care and management of their immediate school environment, with a particular emphasis on the improvement of any identified areas and the reduction of waste. This work is key to our anticipated status as an 'Eco School' and links in well with other areas such as Citizenship, and the forums of the School Council and Eco Committee. Additional environmentally themed days across the key stage complement this unit further.

## **Primary Geography Subject Leaders**

### **Year 5**

#### **Investigating rivers**

Adapted from QCA Unit 14

*(17 hours, long unit, including fieldwork in Canterbury)*

Work on the water cycle in this unit links well with the science concepts of states of matter and is further developed in subsequent Geography work in year 6 on Water. There are three broad foci to this work:

- The use of fieldwork techniques via a day visit to the Broad Oak Nature Reserve, Canterbury.
- The use of secondary sources (especially the Internet) for research purposes on local, national and international rivers.
- The use of skills gained in Literacy sessions this term to present information – especially recount texts.

#### **Investigating Birmingham**

Adapted from QCA Unit 13

*(7 hours, short unit, a contrasting locality in the UK)*

This unit builds on other 'place' based work in year 3 (Whitstable) and year 4 (Jamaica) and can be used for comparative purposes. Birmingham was selected as a contrasting locality due to its differences in location, scale, ethnic diversity, population, land use and amenities. Links have been made with an inner city school and correspondence between both sets of pupils really brings this unit to life. Use of secondary sources, such as the internet, atlases, aerial photos and tourist brochures will aid research and it is anticipated that pupils will be engaged in collaborative work to demonstrate their knowledge and understanding.

#### **Investigating the Whitstable wind farm**

Adapted from QCA Unit 20

*(12 hours, medium unit)*

This unit has been developed as a study of a controversial environmental issue. It links in well to Literacy work this term on persuasive writing and Speaking and Listening skills. It develops the skills introduced in year 4 (Investigating the school environment) of creating a questionnaire to gather and interpret information, and builds on pupils' awareness of environmental and sustainability issues.

## **Primary Geography Subject Leaders**

### **Year 6**

#### **Investigating Water**

Adapted from QCA Unit 11

*(17 hours, long unit)*

Leading on from the year 5 unit on Investigating Rivers, this theme concentrates on the unequal distribution of water around the globe and why/how water needs to be conserved for a sustainable future. It provides real opportunities for pupils to be in control of their own learning via a range of activities (linking to differing learning styles) and forms of presentation. There are good links with Literacy non-fiction strands and Speaking and Listening skills.

Understanding in science is enhanced, especially the separation of materials and micro-organisms. There is the opportunity for linking to PHSE/Citizenship work via the 'ownership' of water and involvement with water aid charities.

#### **Investigating mountain environments**

Adapted from QCA Unit 15

*(12 hours, medium unit)*

This unit builds on the weather theme introduced in year 3 and contrasts with the personal research work on deserts carried out in the Autumn term. A research theme runs alongside this unit throughout the term as a homework option. The two main foci are:

- How the environment affects man's activity
- How man's activity affects the environment.

Two non-fiction strands of writing (balanced arguments and instructional texts) are developed from Literacy sessions and put into a meaningful geographical context.

#### **Investigating links with Europe**

Adapted from QCA Unit 18

*(7 hours, short unit)*

This unit is a final location study, building on 'place' work in year 3 (Whitstable), year 4 (Jamaica) and year 5 (Birmingham). It encourages collaborative work based on five key enquiry questions for a chosen European country:

- What is this place like?
- Why is this place like it is?
- How is this place connected to other places?
- How is this place changing?
- What would it feel like to be in this place?

Within this, the four national curriculum geographical themes (weather, water, settlement and environmental change) are also considered for each location.