

Geography long term plan

UKS2

Year Group/Cycle/Theme	Autumn	Spring	Summer
<p>Year 5/6 Cycle A</p>	<p style="text-align: center;"><u>What shapes my world?</u></p> <p style="text-align: center;"><u>Suggested questions:</u></p> <ol style="list-style-type: none"> 1. Why is land around planet so many different shapes? 2. Under pressure! How has ice shaped our Earth? 3. What happens when plates move? 4. How do rivers shape our world? 5. How do waves change the coast? 6. How are people's actions changing the planet? <p>Focus: weather, water, tectonics, biomes and climate zones.</p>	<p style="text-align: center;"><u>Where could we go? Fantastic Journeys around the world.</u></p> <p style="text-align: center;"><u>Suggested questions:</u></p> <ol style="list-style-type: none"> 1. What is that? Where might it be? 2. How do we find our way around the planet? 3. Can we locate our fantastic places like geographers? 4. What time is it where you are? 5. What do some of our fantastic places have in common? 6. Which Fantastic Place should UNESCO put top of the list? <p>Focus: Location of places around the world, longitude and latitude, time zones around the world, major biomes</p>	<p style="text-align: center;"><u>Where has my food come from?</u></p> <p style="text-align: center;"><u>Suggested questions:</u></p> <ol style="list-style-type: none"> 1. Where do pupils think their food comes from? 2. What food is used to make our school dinners and how far has it come? 3. Where does the UK get food from? 4. What do farms do? 5. How far does our food get from farms to our plates? 6. Does it matter if food is wasted? <p>Focus: Origin of different types of food, locational knowledge such as world's</p>

		of the world, use of maps and geographical terms.	countries, trade links, distribution of food resources, trade and imports, land use, economic activity and human geography
--	--	---	--

Year Group/Cycle/Theme	Autumn	Spring	Summer
Year 5/6 Cycle B	<p><u>Fantastic Forests- why are they so important?</u> <u>Suggested questions:</u></p> <ol style="list-style-type: none"> 1. Can you find the connection and find the location? 2. Where are the world's great forests? 3. What forests and woodland do we have in the U.K? 4. What can we find in our local forest/woodland? 5. What do forests do? 6. Why is the Amazon Rainforest so important? 7. Why are forests in danger? 8. How can we protect our forests in the U.K? <p>Focus: Types of forest, use of maps to identify location and destruction of</p>	<p><u>What are the key human geographical features of our local area?</u> <u>Suggested questions:</u></p> <ol style="list-style-type: none"> 1. What shall we investigate and why? 2. How will we do it? 3. What risks do we face when preparing for our fieldwork? 4. How will we collect and record our data? 5. What can we find out on our field trip? 6. How can we present our findings? 7. How can we reflect and evaluate our fieldwork? <p>Focus: Design a key question, preparing for fieldwork, identifying risks and</p>	<p><u>Destination Sao Paulo- what do places have in common?</u> <u>Suggested questions:</u></p> <ol style="list-style-type: none"> 1. Where in the world is a place like this? 2. What are the main human and physical characteristics of Brazil? 3. What have you learnt about Sao Paul? 4. What do geographers find out about places? 5. Durham, Bishop Auckland and Sao Paulo. 6. How are the regions similar and different? <p>Focus: develop locational knowledge at continental scale, key physical and</p>

	<p>main forest vegetation belts, U.K locational knowledge, types of vegetation in the local area, the use of made of local forests/woodlands and the impact of human activity and deforestation.</p>	<p>hazards in different environments, observing and recording primary data in the field, present and communicate findings from fieldwork.</p>	<p>human characteristics of Brazil and consider comparisons of UK population, vegetation, climate and main exports, key geographical features of Durham and Sao Paulo.</p>
--	--	---	--