# Blackmoor Park Junior School Geography Long Term Plan

| Year | Autumn Term | | Spring Term | | Summer term | |
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| | **Rivers**<br>What similarities and differences are there between the River Seven and the River Indus? | **Mountains**<br>How do mountains interact with those around them? | **Settlements**<br>How are settlements similar and different? | **Agriculture**<br>How are we connected to farmers? | ***Volcanoes***<br>How do volcanoes affect place? | ***Climate and biomes***<br>*How does the climate affect the way people live?* |
| 3 | **National curriculum:**<br>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<br><br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use maps, atlases, globes and | **National curriculum:**<br>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<br><br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use the eight points of a compass, four and | **National curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **National curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **National curriculum:**<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **National curriculum:**<br>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<br><br>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)<br><br>physical geography, including: climate zones, biomes and vegetation |

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| | digital/computer mapping to locate countries and describe features studied | six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | | belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| | **Key vocab**<br>Indus, Severn, irrigation, monsoon, dam, source, mouth, atmosphere, canal, reservoirs | **Key vocab**<br>Mountain/ range, hill, Ben Nevis, peak, slope, terraces, summit, Snowdonia, temperature | **Key vocab**<br>Urban, rural, hamlet, village, town, city, borough, capital city, conurbation, inhabitants | **Key vocab**<br>Arable farming, pastoral farming, mixed farming, plough, graze, erosion, yields, fertilizers, pesticides, local | **Key vocab**<br>Surface, mantle, core, magma, erupt, lava, active, dormant, oceanic crust, continental crust, | **Key vocab**<br>Continent, oceans, landlocked, weather, Equator, latitude, tropical, polar, savanna, tundra |
| | **At the end of this unit, children will know**<br>How rivers get their water<br>How rivers shape the land<br>Where to locate the River Severn<br>Where to locate the river Indus | **At the end of this unit, children will know**<br>What the highest mountains in each of the four nations of the UK are<br>Why people live in mountains<br>What it is like to climb Snowdonia<br>What the relationship between mountains and weather is<br>What the relationship between mountains and people is | **At the end of this unit, children will know**<br>How to describe the settlement types (hamlet, village, town and city)<br>How to use a grid to find and compare locations<br>How people travel and move about around London and Cardiff | **At the end of this unit, children will know**<br>How the different types of farming changes the landscape<br>How the food we eat affects farming<br>What sheep farming in Wales is like<br>The issues arising for farmers | **At the end of this unit, children will know**<br>The structure and composition of the earth<br>How volcanoes erupt<br>Why volcanoes erupt<br>What types of volcanoes there are<br>Why people visit volcanoes | **At the end of this unit, children will know**<br>The relationship between climate and biomes<br>The relationship between climate and oceans<br>Where to locate Europe on a map<br>How to describe the Mediterranean climate<br>How to explain a temperate climate |

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| 4 | **Rhine and Mediterranean**<br>How are different parts of the Rhine and the Mediterranean used by people? | **Population**<br>How and why does population distribution vary across Great Britain? | **Coastal processes and landforms**<br>How does the location of West Wales affect its coast? | **Tourism**<br>How do tourists interact with a place? | **Earthquakes**<br>What are the pros and cons of living near a tectonic plate? | **Deserts**<br>Why are deserts located where they are? |
| | **National Curriculum:**<br>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<br><br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **National Curriculum:**<br>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<br><br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **National Curriculum:**<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | **National Curriculum:**<br>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<br><br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **National Curriculum:**<br>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<br><br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use maps, atlases, globes and digital/computer mapping to locate |

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| | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | | | countries and describe features studied |
| | **Key vocab:** Rhine, bank, confluence, flooding, import, export, drained, enclosed sea, peninsula | **Key vocab:** population, densely, sparsely, migration, ethic, diverse, census, identity, rural, urban | **Key vocab:** coastline, transportation, deposition, landforms, bay, cliffs, preserved, cave, arch, stack, coral reef | **Key vocab:** seaside, pier, amusements, promenade, tourist/ tourism, cultural, minimum, maximum, environment , sustainability, accommodation | **Key vocab:** earthquake, tremors, tectonic plates, plate boundary, epicentre, tsunami, seismic waves, magnitude, Richter scale | **Key vocab:** hydrated, dehydrated, vegetation, Sahara Desert, sand dunes, oasis, drought, |
| | **At the end of this unit, children will know how to:**<br>Identify Cologne and the cities of the Rhine<br>Explain how the course of the river has been changed by human activity.<br>Link themes taught in year 3 history topic of settlements and year 3 geography topic of rivers | **At the end of this unit, children will know how to:**<br>Describe the characteristics of population including distribution and diversity<br><br>How to use geographical data such as a census<br><br>Explain an example of national identity: Welsh or British? | **At the end of this unit, children will know how to:**<br>Explain the process of erosion, transportation and deposition<br><br>Compare coastal habitats such as those on the coast of the Indian Ocean<br><br>Understand the significance of rocks, fossils and landforms of Jurassic coasts | **At the end of this unit, children will know how to:**<br>Describe the patterns and growth of tourism<br><br>Understand the difference between eco friendly and non eco friendly tourism<br><br>Use a 4- figure reference map and some relevant symbols | **At the end of this unit, children will know how to:**<br>Explain what causes earthquakes<br>Identify what effects they have<br>Describe how humans live in earthquake zones and react to their settlement | **At the end of this unit, children will know how to:**<br>Identify the arid and semi arid parts of the world<br>Describe the types of deserts including polar deserts<br>Explain how humans adapt and live in deserts |

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| 5 | **Why is California so thirsty?**<br>How have the actions of people affected the drought in California? | **Oceans**<br>How do oceans affect human behaviour and settlements? | **Migration**<br>Why do people migrate? | **North and South America**<br>What are the pros and cons of living in a megacity? | **The Amazon**<br>In what ways does the geography of South America affect life in the Amazon | **Interconnected Amazon**<br>How does agriculture in the Amazon interact with other parts of the world? |
| | **National Curriculum:**<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **National Curriculum:**<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **National Curriculum:**<br>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<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| | **Key vocab:**<br>Precipitation, treated, drought, almonds, water supply, rainfall, factors, aqueduct | **Key vocab:**<br>Atlantic Ocean, Pacific Ocean, transported, maritime trade, freight, ocean currents, phytoplankton, fossil fuels, tsunami | **Key vocab:**<br>Populated, internal migration, international migration, border control, involuntary, emigrated, immigrant, refugees, identity, flee | **Key vocab:**<br>Combined population, megacity, natural disasters, sustain, populous, makeshift, favelas, four-figure grid reference, outskirts, stereotypes | **Key vocab:**<br>Ecosystem, canopy, emergent, habitat, micro-organisms, deforested, decompositions, carbon cycle, conflict, food chain | **Key vocab:**<br>Mass produce, products, subsistence, commercial, profit, manufacturing, interconnected, demand, supply, globalisation |

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| | **At the end of this unit, children will know:**<br>The importance of water as a resource and the water resources in California<br>How to interpret a range of thematic maps<br>What has caused the drought in California and what this means for the future. | **At the end of this unit, children will know:**<br>Describe the link between oceans and trade, oceans and climate and major currents.<br>what impact humans have on oceans including those brought on by climate change.<br>how to identify the world's oceans and the seas in Europe. | **At the end of this unit, children will know:**<br>how to explain the process of some real life migration stories including one local to them (N. Ireland to Liverpool)<br>Reasons why people might migrate.<br>How migration links to identity and nationality**.** | **At the end of this unit, children will know:**<br>Describe the human and physical characteristics of North and South America, including population and climate<br>How to identify some of Brazil's megacities<br>Explore urban- rural migration in Brazil and challenge stereotypes often held of the Favelas | **At the end of this unit, children will know:**<br>Describe the course and characteristics of the Amazon river<br>Explain the ecosystem of the Amazon including vegetation, animals and food chains.<br>Identify the causes and effects of deforestation, and what future this has for the Amazon rainforest | **At the end of this unit, children will know:**<br>how to explain the journey of soy produced in Bolivia involving primary, secondary and tertiary industry.<br>Describe the effects of the changes in trade<br>Identify the environmental connections between the carbon cycle and deforestation, as well as social connections such as globalisation. |

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| 6 | **Energy and Climate change**<br>How do local actions in the UK affect the global climate? | **Ethiopia**<br>How do global changes affect local places like Ethiopia? | **Changing Birmingham**<br>How much did Birmingham change between 1750 and the present day? | **Jamaica**<br>What is the preferable future for Jamaica's tourist industry? | Local Area Study<br><br>TBC | |
| | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and | **National Curriculum:**<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>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 | **National Curriculum:**<br>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **National Curriculum:**<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | **National Curriculum:**<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |

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| | | 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 | patterns; and understand how some of these aspects have changed over time | | | |
| | **Key vocab:**<br>Renewable/ non-renewable, emissions, wind farm, visual pollution, sustainable development goals, radioactivity, wildfires, conserve, | **Key vocab:**<br>Time zone, diversity, terrorist, environmentally friendly, radiate, evergreen, sustained, employment structure, sanitation | **Key vocab:**<br>TBC | **Key vocab:**<br>TBC | **Key vocab:**<br>TBC | **Key vocab:**<br>TBC |
| | **At the end of this unit, children will know:**<br>Renewable and non-renewable energy sources we can use.<br>Local and global climate change effects in places like Antarctica, Great Barrier Reef, Pacific Islands, South Asia and the UK.<br>What the greenhouse effect is and what causes it. | **At the end of this unit, children will know:**<br>Where Ethiopia is located<br>What is Ethiopia like including its climate, landscape, population, biomes, major cities and rural life.<br>What sustainable future they have and what challenges they face due to climate change. | **At the end of this unit, children will know:**<br>How Birmingham has changed in the past including the growth and development of the city, industry, migration, deindustrialisation and redevelopment.<br>How is it changing still now including current issues and climate change.<br>What Birmingham will look like in the future with ideas of possible, probable and preferable futures. | **At the end of this unit, children will know:**<br>Where Jamaica is located, including its time zones and a developed understanding of the Caribbean.<br>What Jamaica's climate, landscape, population history, migration, ocean biomes are like.<br>What the tourist industry is and what environmental challenges have occurred because of this. | **At the end of this unit, children will know:**<br>TBC | **At the end of this unit, children will know:**<br>TBC |