

Vernon Primary School Geography Long Term Map



	Autumn	Spring	Summer
EYFS	Getting to know our local area, visit to Poynton Library. Maps of our new classroom and school. Where do I live, what type of house is it?	Positional language linked to Maths. Treasure maps, designing our own and using one. Easter trail around Poynton Stories set in different locations, comparing the similarities & differences.	Visiting our local area We're going on a bear hunt Gruff outdoors school visit based at a farm. Play areas around Poynton – designing a play area.
Year 1	<u>Focus area:</u> What is it like here? – recognising local features, using and creating simple maps, following simple routes. <u>Fieldwork:</u> aerial photographs, simple maps, school grounds	<u>Focus area:</u> What is the weather like in the UK? – countries and cities of the UK, four seasons and weather. <u>Fieldwork:</u> weather maps, simple keys, school grounds	<u>Focus area:</u> What is it like to live in Shanghai? – continents, oceans and countries, focus on China, physical and human features of Shanghai, compared to local area. <u>Fieldwork:</u> atlases, data collection in the local area, sketch maps
Year 2	<u>Focus area:</u> Would you prefer to live in a hot or a cold place? – climate zones, continents, features of North and South poles, comparison (Kenya to local area), four compass points <u>Fieldwork:</u> atlases, digital maps, school grounds	<u>Focus area:</u> Why is our world wonderful? – features of UK, amazing places around the world, oceans, natural habitats in locality. <u>Fieldwork:</u> aerial photographs, local woodland or green space	<u>Focus area:</u> What is it like to live by the coast? – continents and oceans, revise UK seas, cities and countries, Jurassic coast (physical and human features over time). <u>Fieldwork:</u> maps, including digital maps, atlases
Year 3	<u>Focus area:</u> Who lives in Antarctica? – latitude and longitude, links to climate, tilt of the Earth, physical features of a polar region and human adaptations to being there. <u>Fieldwork:</u> world maps, atlases, school grounds expedition	<u>Focus area:</u> Why do people live near volcanoes? – construction of the Earth, tectonic plates and boundaries, formation of mountains, causes of earthquakes, volcanic environments. <u>Fieldwork:</u> world maps, aerial photographs, digital maps	<u>Focus area:</u> Are all settlements the same? – types of settlements and land use, urban and rural differences, human and physical features in local area compared to New Delhi. <u>Fieldwork:</u> local area, sketch maps
Year 4	<u>Focus area:</u> What are rivers and how are they used? – ways water is stored and moves, water cycle, major UK and global rivers, features of a river. <u>Fieldwork:</u> river environment, water cycle weather sampling	<u>Focus area:</u> Why are rainforests important to us? – link between biomes and climate, Amazon rainforest features and layers, plant adaptations, impact of human activity. <u>Fieldwork:</u> world maps, aerial photographs, local woodland/park	<u>Focus area:</u> Where does our food come from? – biomes, mapping food imports, fair trade, with a focus on Côte d'Ivoire's cocoa beans. <u>Fieldwork:</u> school grounds data collection, maps, atlases
Year 5	<u>Focus area:</u> Would you like to live in the desert? – characteristics of hot desert biomes, mapping largest global deserts, using Mojave as a case study, human uses and environmental threats. <u>Fieldwork:</u> aerial photographs, world maps	<u>Focus area:</u> What is life like in the Alps? – climate of mountain ranges, with a focus on tourism in Innsbruck, compared to local tourism and recreational land use. <u>Fieldwork:</u> local area for recreational land use, sketch maps	<u>Focus area:</u> Why do oceans matter? – human use and impact on oceans over time, using the Great Barrier Reef as a case study, plastic and pollution, environmental damage, positive eco-friendly choices, litter. <u>Fieldwork:</u> data collection – local marine environment, digital maps and aerial photographs
Year 6	<u>Focus area:</u> Why does population change? – global population distribution, factors and case studies, as well as social, economic and environmental push and pull factors. <u>Fieldwork:</u> local urban area, data collection, atlases	<u>Focus area:</u> Where does our energy come from? – time zones, natural resources and energy found in the US and UK, renewable energy sources and their impact. <u>Fieldwork:</u> school grounds analysis for solar panel	<u>Focus area:</u> Can I carry out an independent fieldwork enquiry? – exploring an issue in the local area, designing data collection methods, recording, analysing and presenting findings. <u>Fieldwork:</u> local area data collection
Curriculum Values			
Creativity & Curiosity	Independence	Respect & Cooperation	