



Backworth Park Primary School Long Term Plan Geography

	Term 1	Term 2	Term 3
EYFS	ME AND MY COMMUNITY Can we learn about where we live? <ul style="list-style-type: none"> Understand basic geographical concepts related to their community. Explore and identify local features using maps. Develop spatial awareness and observational skills. Recognise and describe transportation and community resources. Foster a sense of belonging and identity within their community. 	CHINESE CHEER Can we compare cultures? <ul style="list-style-type: none"> Introduce China and its location compared to the UK. Compare homes in North Tyneside with traditional homes in China. Explore cultural celebrations like Chinese New Year and Christmas in the North East. Compare landscapes and nature in the North East and China. Explore similarities and differences in daily routines. Learn about traditional stories and music from China and North Tyneside. Learn about food traditions in both cultures. Introduce different religious practices in China and North East England. 	WOODLAND V COASTAL Can we compare two environments? <ul style="list-style-type: none"> To understand what an environment is and identify local examples. To recognise key features of a woodland environment. To recognise key features of a coastal environment. To identify similarities and differences between woodland and coastal areas. To describe the different textures and sounds in woodland and coastal environments. To retell experiences from woodland and coastal environments. To create a physical representation of the woodland and coastal environments. To reflect on what has been learned about the differences between woodland and coastal environments.
Year 1	LOCAL LANDMARKS Can we identify natural and man-made? <ul style="list-style-type: none"> Understand what a landmark is and differentiate between natural and man-made landmarks. Identify and locate key landmarks in Newcastle and North Tyneside. Explore how to visit local landmarks safely and respectfully. Identify and learn about natural landmarks in the Newcastle area. Identify and learn about man-made landmarks in Newcastle. Experience a local landmark first-hand and apply learning from previous lessons. Share knowledge about chosen landmarks with peers. 	RIVERS, SEAS AND OCEANS Can we name and locate all 5 oceans? <ul style="list-style-type: none"> Understand what a river is and its characteristics. Understand how rivers are part of the water cycle. Identify and locate local rivers. Understand what seas and oceans are and how they differ from rivers. Name and locate the five oceans. Understand how rivers flow into seas and oceans. Explore the different life forms found in oceans. Review learning and share with others. 	RED, WHITE AND BLUE Which are the four UK countries? <ul style="list-style-type: none"> Introduce the concept of the UK and its countries. Identify and name the four countries and their capitals. Learn about key physical features (mountains, rivers, lakes). Explore England's geography and major cities. Explore the geography of Scotland, Wales, and Northern Ireland. Compare and contrast Newcastle and London. Develop basic map-reading skills. Review and reflect on what was learned.



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	<ul style="list-style-type: none"> Reflect on what has been learned about natural and man-made landmarks. 		
Year 2	<p>WORLDLY WONDER Can we name all the continents?</p> <ul style="list-style-type: none"> Students will be able to name and locate the 7 continents on a map. Students will identify key features of each continent. Students will compare and contrast the continents based on their features. Students will learn about the different weather patterns in each continent. Students will learn about Africa as a specific case study. Students will learn about Antarctica and its unique features. Students will compare the weather in North Tyneside with another continent. Students will showcase their knowledge of continents and weather patterns. 	<p>MAGICAL MEXICO What farm foods do we get from Mexico?</p> <ul style="list-style-type: none"> Identify Mexico on a world map and learn about continents. Learn about the types of farms in Mexico and the foods they produce. Understand how climate affects farming in Mexico and the UK. Identify farm foods produced in the UK and compare them with those from Mexico. Understand where our food comes from and its journey from farm to table. Explore the cultural importance of certain foods in Mexico. Experience and taste foods from Mexico and the UK. Present knowledge and understanding of farming and foods from Mexico and the UK. 	<p>FROZEN WORLDS Are both polar regions the same?</p> <ul style="list-style-type: none"> Introduce the concepts of the Arctic and Antarctic. Identify sea and land in the Arctic and Antarctic. Explore Arctic wildlife and their habitats. Explore Antarctic wildlife and their habitats. Compare and contrast the habitats of wildlife in both regions. Understand the reasons specific animals reside in polar regions. Create a project that represents learning about polar regions. Reflect on learning and assess understanding.
Year 3	<p>THE BLACK COUNTRY What are counties and where are our cities?</p> <ul style="list-style-type: none"> Understand what counties and cities are and identify them on a map. Identify key features of the Black Country. Compare the physical geography of Tyne & Wear and the Black Country. Understand human geography and its characteristics in the Black Country. Explore how land use has changed in the Black Country over time. Analyse and compare land use between Tyne & Wear and the Black Country. Understand how geography affects culture and lifestyle in both regions. 	<p>BRILLIANT BIOMES What are biomes, climate zones and vegetation belts?</p> <ul style="list-style-type: none"> Define biomes and understand their characteristics. Differentiate between climate zones and vegetation belts. Understand different climate zones and how they affect living organisms. Identify major vegetation belts and their significance. Learn about the Amazon rainforest's location, climate, and biodiversity. Understand the Sahara Desert's climate, vegetation, and animal adaptations. Explore how climate impacts the plants and animals in different biomes. Compare and contrast the Amazon rainforest and the Sahara Desert. 	<p>VIVA ESPAÑA What can we find out about Europe and Spanish culture?</p> <ul style="list-style-type: none"> Locate Spain on a map of Europe making sure to identify and name major cities (e.g., Madrid, Barcelona, Seville). Understand key aspects of Spanish culture (food, festivals, music, art). Learn basic Spanish vocabulary and common phrases (link to prior knowledge). Explore the economic activities of Spain, focusing on trade and tourism. Compare coastal areas of Spain (e.g., Costa del Sol) with coastal areas in the UK (e.g., Tynemouth). Learn about key Spanish festivals (e.g., Semana Santa, Feria de Abril).



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	<ul style="list-style-type: none"> Collate knowledge and present findings. 	<ul style="list-style-type: none"> Collate knowledge of biomes into a creative format. 	<ul style="list-style-type: none"> Explore traditional Spanish cuisine and its significance in culture. Reflect on what has been learned about Spain and its culture.
Year 4	<p>VOLCANOES What is a volcano and what does volcanic activity look like?</p> <ul style="list-style-type: none"> To understand the structure of the Earth To investigate the structure of a volcano To locate the world's famous volcanoes To understand the Earth's crust is split into tectonic plates To think about why people live near volcanoes including the five deadly features of a volcanic eruption To understand what causes earthquakes including the five deadly features of an earthquake To research the world's biggest earthquakes To write an earthquake fact file 	<p>LOVELY LAKES What is the difference between man-made and natural features?</p> <ul style="list-style-type: none"> To understand the difference between natural and man-made features. To understand what lakes are and how they are formed. To learn about the River Derwent and its importance to North Tyneside. To understand the stages of the water cycle and how it relates to rivers and lakes. To explore how settlements are influenced by rivers and lakes. To learn about how rivers and lakes support economic activities, such as fishing, tourism, and farming. To conduct fieldwork by observing and recording features of a local river or lake. To consolidate knowledge by creating a poster that summarises what they have learned about rivers, lakes, and their importance. 	<p>THE CARTOGRAPHER What mapping skills can we learn?</p> <ul style="list-style-type: none"> To understand how maps and globes represent the world To understand the concepts of latitude and longitude and how they are used on maps. To understand the Equator and the differences between the Northern and Southern Hemispheres. To learn about the Tropics of Cancer and Capricorn and their significance. To understand how time zones work and why they are necessary. To apply knowledge of latitude, longitude, and time zones to find locations on a world map. To apply mapping skills to local and global contexts, focusing on North Tyneside. To consolidate knowledge by creating a world map showing key features learned throughout the unit.



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<p>Year 5</p>	<p>ANGRY EARTH Why do earthquakes happen?</p> <ul style="list-style-type: none"> • Understand what tectonic plates are and how they move. Learn about the Earth's layers: crust, mantle, core and explore why and where earthquakes occur. • Understand what causes earthquakes (movement of tectonic plates) including learning about terms like epicentre, focus, and seismic waves. • Understand the effects of earthquakes on the landscape and human settlements recapping the difference between human and physical geography. • Understand how tsunamis are formed as a result of undersea earthquakes and the impact of tsunamis on coastal communities. • Investigate the causes, effects, and responses to the 1906 San Francisco earthquake comparing this earthquake to more recent earthquakes in the same region. • Learn how communities can prepare for and respond to earthquakes by creating an earthquake emergency plan. • Compare earthquakes in different parts of the world and their impacts. • Recap key concepts about earthquakes, tsunamis, and their impacts. Assess understanding through a quiz and project presentations. 	<p>MEGA CITY What is a mega city and which cities are one?</p> <ul style="list-style-type: none"> • To understand what a mega city is and identify key examples around the world. • To explore the features of Mexico City and understand why it has become a mega city. • To compare and contrast the physical and human geography of Mexico City and London. • To understand why people choose to settle in certain areas and the factors that influence city growth. • To understand the importance of trade and the role of imports and exports in Mexico City's economy. • To compare the import and export activities of Mexico City and London and understand how trade affects these cities. • To explore the challenges faced by mega cities like Mexico City and London, such as pollution, housing, and public services. • To consolidate learning on mega cities through a project presentation. 	<p>CLIMATE CHANGE What can we do about climate change?</p> <ul style="list-style-type: none"> • To understand what climate change is and why it matters. • To locate the polar regions on a map and understand their key features. • To understand how climate change is impacting the polar regions. • To understand the causes of rising sea levels and their impact. • To understand the impact of rising sea levels on people and the environment. • To explore ways in which people can reduce their impact on climate change. • To identify actions that communities and governments can take to tackle climate change. • To reflect on what has been learned and consider how to take further action.
<p>Year 6</p>	<p>SUSTAINABILITY How can we live more sustainably?</p> <ul style="list-style-type: none"> • Define sustainability and understand its significance in relation to the environment. • Learn about the Netherlands' approach to renewable energy, particularly wind and solar power. • Learn about Iceland's use of geothermal energy and hydropower. 	<p>THE SILK ROAD Why is the Silk Road infamous?</p> <ul style="list-style-type: none"> • Understand what the Silk Road was and its purpose and locate the Silk Road on a map and identify key countries involved. 	<p>GREAT GREECE How is a Greek coastal region different to a UK one?</p> <ul style="list-style-type: none"> • Understand the geographical context of Greece and the UK, focusing on coastal regions. • Describe the physical features of the Aegean coastal region. • Identify and describe human features of the Aegean coastal region.



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	<ul style="list-style-type: none"> • Compare renewable energy solutions in the Netherlands and Iceland with those in North East England. • Understand how their school is working towards the Eco-Award and how they can contribute. • Plan a school-wide campaign to raise awareness about sustainability and renewable energy. • Share ideas on sustainability and renewable energy with peers. • Reflect on learning and set personal sustainability goals. 	<ul style="list-style-type: none"> • Identify the trade routes and the different paths taken along the Silk Road whilst understanding how geography influenced trade. • Locate Russia and understand its geographical position and roles in relation to the Silk Road. • Identify the main goods traded along the Silk Road and its economic impacts of these trades. • Understand how the Silk Road facilitated cultural exchange, exploring how ideas, religion, and technologies spread through trade. • Learn about the decline of the Silk Road and the factors that contributed to it. • Explore the lasting impact of the Silk Road and historical trade routes influence on the modern world. • Review and reflect on the impact of the Silk Road on global history and geography. 	<ul style="list-style-type: none"> • Investigate how the Aegean coastline has changed over time. • Understand how climate affects the physical and human geography of coastal regions. • Understand the importance of coastal protection and compare conservation efforts in Greece and the UK. • Apply knowledge by exploring a local coastal area. • Assess understanding and reflect on learning.
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