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?** • 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?** • 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?** • 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?** • 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?** • 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?** • 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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	• Reflect on what has been learned about natural and man-made landmarks.		
Year 2	WORLDLY WONDER **Can we name all the continents?** • 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.	MAGICAL MEXICO **What farm foods do we get from Mexico?** • 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.	FROZEN WORLDS **Are both polar regions the same?** • 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	THE BLACK COUNTRY **What are counties and where are our cities?** • 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.	BRILLIANT BIOMES **What are biomes, climate zones and vegetation belts?** • 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.	VIVA ESPAÑA **What can we find out about Europe and Spanish culture?** • 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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	• Collate knowledge and present findings.	• Collate knowledge of biomes into a creative format.	• Explore traditional Spanish cuisine and its significance in culture. • Reflect on what has been learned about Spain and its culture.
Year 4	VOLCANOES **What is a volcano and what does volcanic activity look like?** • 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	LOVELY LAKES **What is the difference between man-made and natural features?** • 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.	THE CARTOGRAPHER **What mapping skills can we learn?** • 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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Year 5	ANGRY EARTH **Why do earthquakes happen?** • 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.	MEGA CITY **What is a mega city and which cities are one?** • 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.	CLIMATE CHANGE **What can we do about climate change?** • 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.
Year 6	SUSTAINABILITY **How can we live more sustainably?** • 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.	THE SILK ROAD **Why is the Silk Road infamous?** • Understand what the Silk Road was and its purpose and locate the Silk Road on a map and identify key countries involved.	GREAT GREECE **How is a Greek coastal region different to a UK one?** • 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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	• 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.	• 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.	• 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.