



Newton-le-Willows Primary School

Nurture the Potential to Succeed



Geography Long Term Plan 2021-2022

	Autumn	Spring	Summer
EYFS Nursery	<p>This is me In this unit, the children will begin to use their senses to explore the natural world around them. They will begin to take notice of changes and explore seasons.</p> <p>Once upon a time/ Celebrations In this unit, the children will begin to discuss routes and different locations. They will use words like 'in front of' and 'behind'.</p>	<p>Who does this shoe belong to? In this unit, children will use their senses to explore natural materials.</p> <p>If you go down to the woods In this unit, children will begin to understand the need to respect and care for the natural environment and all living things. They will use their senses in hands-on exploration of natural materials.</p>	<p>Mini beasts In this unit, the children will continue to develop a greater understanding of the need to respect and care for the natural world, (Links to Science) with a focus on animals and insects. (Links to science)</p> <p>Super heroes In this unit, the children will begin to understand and know that there are different countries in the world and talk about the differences they have experienced and seen in photos. The children will also understand position through words alone and describe a familiar route.(Links to maths)</p>
EYFS Reception	<p>All About Me In this unit, children will look at their immediate environment, e.g. their house, street, Newton le Willows. Children will discuss the composition of their family and basic details about where they live. Children will also explore the changes in the natural world.</p> <p>Celebrations In this unit, children will explore celebrations around the world, e.g. Christmas and Diwali. Children look at globes and simple maps to locate countries. Children will investigate similarities and differences between life in this country and life in other countries, drawing from stories, non-fiction texts and maps.</p>	<p>Weather and seasons In this unit, children will continue to observe and understand the important processes and changes in the natural world around them, taking notice of</p> <p>Growth and Changes In this unit, the children will continue to investigate the similarities and differences between different religious and cultural communities in this country and life in other countries, drawing on their own experiences and what they have read in class. For example, Spring festivals, Easter. The children will also investigate the changes that occur during Springtime, observing the changes that occur drawing on their own knowledge, non-fiction books.</p>	<p>Journeys In this unit, children will explore their local environment. Children will read and use simple maps. They will represent familiar locations and use some simple symbols to create their own maps. Children will begin to develop some awareness of surrounding areas, e.g. Liverpool. They will look at landmarks. The children will look at the countries that make up the U.K.</p> <p>In this unit, the children will know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences, what they have read in class, non-fiction books and maps.</p>
Year 1	<p>The great outdoors – fieldwork in the class and school grounds. In this unit children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds. They will also investigate the key human and physical features of its surrounding environment, i.e. the housing estate, Newton Hospital, the railway, the leisure centre, the High Street etc. They will consider similarities and differences between their own school's environment and local schools using Digimaps/Google maps. The key questions and activities start with the school and its grounds before moving out into the immediate neighbourhood.</p>	<p>What are the UK countries and capital cities? In this unit, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George's Channel.)</p>	<p>Hot and cold places of the world. What animals live there? The purpose of geography study is to inspire in children a curiosity and fascination about the world. This unit aims to help children to think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world and how these are different from the UK. (Includes the 7 continents and 5 oceans).</p>
	<p>What do the UK's seasons and weather patterns look like and how do they change? In this unit, children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions and start to consider how these affect human activity. Children will consider seasonal changes over the course of the whole year. During the autumn term, children will be thinking about what happens during the season of autumn, what the weather is like in autumn including what happens to the length of the day, and what happens to plants and animals.</p>		

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Year 2	<p>What is it like in the area where I live and play?</p> <p>In this unit, the children will begin by exploring and comparing our two local parks, Mesnes Park and Willow Park. They will also use a range of maps to identify other nearby leisure facilities, such as the swimming pool and recreation centres. They will then expand this study to include the former Parkside Colliery- the last colliery to close in the area in 1993. They will begin to appreciate the former local land use and the area's heritage.</p> <p>Linking back to their history study in this term, they will again use maps to identify where the Stevenson Steam Train Trials took place and the location of Earlestown and Newton-le-Willows Station.</p>	<p>Where in the world does our food come from?</p> <p>In this unit, children will have the opportunity to explore the origins of common foods they consume. They will identify some foods which are grown locally, including a trip to the local strawberry fields, nationally and others that are imported to our local ports of Runcorn and Liverpool.</p> <p>They will also explore the idea of 'food miles' and use maps, globes and atlases to see how far their food has travelled and which oceans it may have crossed. They may also explore which oceans and seas provide us with food.</p> <p>Comparing 'where the forest meets the sea' in Formby with Cape Tribulation, North Queensland in Australia.</p> <p>In this unit, children will learn about a small area within a contrasting non-European country (Australia) as well as the nearby Formby coastline. They will visit the Formby Nature Reserve to identify the physical and human features of the landscape and land use. They will get to identify the red squirrel protection and the Antony Gormley art installation – Another Place. They will then use a range of maps, images and videos to compare and contrast this area with Cape Tribulation, North Queensland. Although exploring a small area in detail, the children will also be made aware of its broader geographical context, such as the country/continent in which it is located. Children will explore similarities and differences between the small area being studied and areas with which they are more familiar. (This builds on the knowledge, skills and understanding from the previous Year Two unit – What is it like in the area where I live and play?)</p>	
Year 3	<p>What is it like in the area where I live and play?</p> <p>In this unit, the children will begin by exploring and comparing our two local parks, Mesnes Park and Willow Park. They will also use a range of maps to identify other nearby leisure facilities, such as the swimming pool and recreation centres. They will then expand this study to include the former Parkside Colliery- the last colliery to close in the area in 1993. They will begin to appreciate the former local land use and the area's heritage.</p> <p>Linking back to their history study in this term, they will again use maps to identify where the Stevenson Steam Train Trials took place and the location of Earlestown and Newton-le-Willows Station.</p>	<p>Visiting The Lake District National Park – a UK region.</p> <p>The purpose of this unit is for the children to study a region of the United Kingdom. As part of a visit, the children will identify the key topographical features of The Lake District National Park (namely, hills, mountains, lakes and forests) and explore the numerous land uses, including leisure, tourism and farming. Children will begin to explore different types of vegetation. Upon their return, they will compare The Lake District with their own locality and other previously studied areas.</p> <p>PE Links- use of Ordnance Survey maps to identify landmarks in the locality. Begin to link these to outdoor pursuits such as hiking/ walking as a common activity in The Lake District National Park.</p>	<p>Alaska</p> <p>In this unit, children will explore a region in North America – Alaska. They will be exposed to a range of different maps (including Arctic map, Northern Hemisphere and Asia/Australia-centric maps). They will identify Russia's location relative to Alaska. Children will also be introduced the concept of a biome.</p>

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Year 4	<p>Fieldwork in the local area</p> <p>In this unit, children will begin by looking at a range of local maps and aerial photographs from different periods of time. From this exploration, they will identify what has changed and what remains. They will also formulate their own investigative lines of enquiry, such as: is the local railway still there? They will then explore the relevant site/s to sketch and capture images of the human and physical features. They will focus on Parkside Colliery- the last remaining mine to close in 1993.</p> <p>PE Links- use of maps from the local area to set and follow short, basic routes e.g. how to get from school to The High Street.</p>	<p>Volcanoes and Earthquakes. Mount Vesuvius and other volcanoes around the world.</p> <p>In this unit, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They will learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They will begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters and fracking, etc) and what they have learned in school. They will use the Volcanoes Map app to research the activity status of volcanoes. They will also use Quakefeed to identify recent earthquake recordings.</p>	<p>Rivers and Mountains</p> <p>In this unit, children learn about rivers and the water cycle. Children will start by using maps to identify bodies of water in Newton-le-Willows. They will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects, and is influenced by, rivers (including the building of the water-powered mill itself). They will identify other key rivers in the UK and the world. They will also link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p>
Year 5	<p>Fieldwork in the local area</p> <p>In this unit, children will begin by looking at a range of local maps and aerial photographs from different periods of time. From this exploration, they will identify what has changed and what remains. They will also formulate their own investigative lines of enquiry, such as: is the local railway still there? They will then explore the relevant site/s to sketch and capture images of the human and physical features. They will focus on Parkside Colliery- the last remaining mine to close in 1993.</p> <p>PE Links- use of different types of maps linked to rivers and settlements. Identify and follow several routes within the same point-to-point e.g. from the North Sea to York following the path of The River Severn. Use of compass work to consider direction of travel for The Vikings.</p>	<p>Paris – a region in a European country</p> <p>In this unit, children learn about a region in a European country – Paris basin, France. Children will explore the human and physical features of Paris, including key landmarks. They would then look beyond the city itself to explore the features of the basin. Although they are exploring a region in detail, the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar/have previously studied.</p>	<p>The Americas with a focus on the Amazon basin.</p> <p>In this unit, children locate and study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. The children will learn about the types of food, minerals, energy and trade/industry generated from this part of the world. They will also explore settlement sizes and transport links. They will then learn about the wider country of Brazil in which most of the Amazon rainforest is located.</p>
Year 6	<p>Geography of the UK with a focus on Liverpool.</p> <p>Children research what, exactly, is meant by the UK and GB. They will deepen their knowledge of key topographical and human features in each of the UK's countries. They will then focus in on their nearest city – Liverpool. They will develop their map and fieldwork skills to identify recent changes to the city. They will also identify changes created as a result of The Blitz, linked to the local schools' network project on Remembrance Day. Their work will include a fieldwork trip to the River Mersey to explore the journey from source to mouth.</p> <p>PE Links- children will continue to familiarise themselves with maps of the local area including a nearby city (Liverpool).</p> <p>Additional Geography Opportunities and PE Links- PGL Trip- Children will use map skills to follow an orienteering route off-site to complete challenges, scoring and analysis of routes with increasing accuracy.</p>		<p>Protect our Planet from Plastic</p> <p>The purpose of this unit is for the children to learn that plastic pollution is a global issue but also an issue over which we have some control, as individuals, at a local level. They will learn what plastic is, where it is in the world plus why and how it causes problems. Throughout the unit aspects of world locational knowledge (knowing where's where) will be revisited e.g. continents, oceans, countries, etc. Children will also learn how plastic (and other waste) can be reduced, reused, and recycled – at a global and local level. They will recognise how people can improve, as well as adversely affect, the environment. (This unit could involve some local investigation/fieldwork.)</p>

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence