



Gillingsstool Geography Long Term Plan

Rec	Autumn One	Spring One	Summer One
Enquiry Focus	<u>All About Me</u>	<u>Superheroes</u>	<u>Growing (mini-beasts)</u>
Area of Learning: Understanding the World Strand: The World	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) To talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50) To develop an understanding of growth, decay and changes over time. (30-50) To about why things happen and how things work. (30-50) To show care and concern for living things and the environment. (30-50) 	<ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. (40-60) 	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) To talk about some of the things they have observed, such as plants, animals, natural and found objects. (30-50) To talk about why things happen and how things work. (30-50) To show care and concern for living things and the environment. (30-50) To look closely at similarities, differences, patterns and change. (40-60) They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)
Area of Learning: People & Communities Strand: People & Communities	<ul style="list-style-type: none"> To remember and talk about significant events in their own experience. (30-50) To show interest in different occupations and ways of life. (30-50) To show interest in the lives of people who are familiar to them. (30-50) To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50) 	<ul style="list-style-type: none"> To show interest in different occupations and ways of life. (30-50) To show interest in the lives of people who are familiar to them. (30-50) To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50) 	
Scaffolds to support learners with SEND	<ul style="list-style-type: none"> Visual scaffolds: photos, pictures and diagrams Vocabulary supports: photos with key vocabulary Graphic organiser: sequence charts Memory aids: plastic animals Speaking frames: Sentence openers 	<ul style="list-style-type: none"> Visual scaffolds: photos, pictures and diagrams Vocabulary supports: photos with key vocabulary Connect to prior knowledge: photos to sort and group Memory aids: linked to occupations 	<ul style="list-style-type: none"> Visual scaffolds: photos, pictures and diagrams Vocabulary supports: photos with key vocabulary Speaking frames: Sentence openers Individual instructions: pictorial Writing frames: cloze procedure with pictorial support Connect to prior knowledge: photos to sort and group



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Rec	Autumn Two	Spring Two	Summer Two
Enquiry Focus	<u>Celebrations</u>	<u>Journeys</u>	<u>The Farm</u>
<p>Area of Learning: Understanding the World</p> <p>Strand: The World</p>	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) To look closely at similarities, differences, patterns and change. (40-60) 	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) To look closely at similarities, differences, patterns and change. (40-60) To know about similarities and differences in relation to places, objects, materials and living things. (ELG) To talk about the features of their own immediate environment and how environments might vary from one another. (ELG) 	<ul style="list-style-type: none"> To show care and concern for living things and the environment. (30-50) To look closely at similarities, differences, patterns and change. (40-60) They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG) To know about similarities and differences in relation to places, objects, materials and living things. (ELG) To talk about the features of their own immediate environment and how environments might vary from one another. (ELG)
<p>Area of Learning: Understanding the World</p> <p>Strand: People & Communities</p>	<ul style="list-style-type: none"> To recognise and describe special times or events for family or friends. (30-50) To enjoy joining in with family customs and routines. (40-60) To know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) To talk about past and present events in their own lives and in the lives of family members. (ELG) 	<ul style="list-style-type: none"> To remember and talk about significant events in their own experiences. (30-50) To talk about past and present events in their own lives and in the lives of family members. (ELG) 	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. (ELG)
<p>Scaffolds to support learners with SEND</p>	<ul style="list-style-type: none"> Visual scaffolds: photos, pictures and diagrams Connect to prior knowledge: photos to sort and group Connect to prior knowledge: chart to map out event with seasons/celebrations Vocabulary supports: photos with key vocabulary Graphic organiser: sequence charts/timeline Speaking frames: Sentence openers 	<ul style="list-style-type: none"> Visual scaffolds: photos, pictures and diagrams Vocabulary supports: photos with key vocabulary Sensory models: Velcro map of UK/World Use of IT: audio recording equipment Graphic organiser: sequence charts/timeline 	<ul style="list-style-type: none"> Connect to prior knowledge: photos to sort and group Speaking frames: Sentence openers Individual instructions: pictorial Writing frames: cloze procedure with pictorial support Use of IT: audio recording equipment



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		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Thornbury/Cardiff</u>	<u>Local Study: Pioneers</u>	<u>History: Pirates</u>
		Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
Year 1/2	A	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas name and locate local counties and cities of the United Kingdom <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Human and physical geography</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment use aerial photographs and plan perspectives to recognise landmarks and basic 	<p>Pupils should be taught to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas name and locate the world's 7 continents and 5 oceans identify physical characteristics including islands and coastlines
	Scaffolds to support learners with SEND	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Use of IT: audio recording equipment Memory aids: personalised dictionary Sensory models: Velcro map of UK/World 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Sensory models: Velcro map of UK/World Success criteria: simplified Steps to Success 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Sensory models: Velcro map of UK/World



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		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Weather</u>	<u>Local Study: Flight</u>	<u>History: Castles</u>
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.				
Year 1/2	B	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Pupils should be taught to:</p> <p>Geographical skills and fieldwork</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
		Scaffolds to support learners with SEND	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Memory aids: personalised dictionary Sensory models: Velcro map of UK/World 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Memory aids: personalised dictionary, posters Sensory models: Velcro map of UK/World Graphic organiser: sequence charts Writing frames: sentence openers, sentence structures, close procedures. Memory aids: manipulatives (cubes, counters, number lines, calculators)



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		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Disasters</u>	<u>Local Study: WW2 Bristol and Thornbury</u>	<u>History: Stone Age to Iron Age</u>
		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Year 3/4	A	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate 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 <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
	Scaffolds to support learners with SEND		<ul style="list-style-type: none"> Models: 3d models, tactile maps, concrete materials Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Pre-teaching: vocabulary heads up with pictorial scaffolds Individual instructions: step-by-step Graphic Organisers: sequence charts Writing frames: sentence openers, sentence structures, close procedures Use of IT: audio description, photos and videos to record 	<ul style="list-style-type: none"> Models: 3d models, tactile maps, concrete materials Connect to prior knowledge: mind mapping and revisiting Visual scaffolds: photos, pictures and diagrams Use of IT: audio description, photos and videos to record Vocabulary supports: word banks with pictorial cues



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		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Greece and Crete</u>	<u>Local Study: Romans/Invaders and Settlers</u>	<u>History: A Journey down the Nile</u>
		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Year 3/4	B	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate 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 <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans locate the world's countries, using maps to focus on Egypt concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Egypt <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle 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
		Scaffolds to support learners with SEND	<ul style="list-style-type: none"> Models: 3d models, tactile maps, concrete materials Connect to prior knowledge: mind mapping and revisiting Visual scaffolds: photos, pictures and diagrams Vocabulary supports: word banks with pictorial cues Memory aids: personalised dictionary, posters, key spelling prompts Use of IT: audio description, photos and videos to record 	<ul style="list-style-type: none"> Models: 3d models, tactile maps, concrete materials Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: mind mapping and revisiting Speaking frames: sentence openers Writing frames: sentence openers, sentence structures, close procedures.



Gillingsstool Geography Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Energy</u>	<u>Local Study: Medicine</u>	<u>History: Ancient Greece</u>
		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Year 5/6	A	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>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</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use the 8 points of a compass, 4- and 6-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 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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Greece concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Greece <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use the 8 points of a compass, 4- and 6-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
		Scaffolds to support learners with SEND	<ul style="list-style-type: none"> Connect to prior knowledge: mind mapping and revisiting Visual scaffolds: photos, pictures and diagrams Speaking frames: sentence openers Memory aids: personalised dictionary, posters, key spelling prompts Vocabulary supports: word banks with pictorial cues Graphic Organisers: picture dictionaries Graphic Organisers: sequence charts Writing frames: sentence openers, sentence structures, close procedures. Use of IT: audio description, photos and videos to record Memory aids: manipulatives (cubes, counters, number lines, calculators) 	<ul style="list-style-type: none"> Connect to prior knowledge: mind mapping and revisiting Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Memory aids: personalised dictionary, posters, key spelling prompts Graphic Organisers: sequence charts



Gillingsstool Geography Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Climate</u>	<u>Local Study: Trade: Slavery/Fair-Trade</u>	<u>History: Mayan / Amazon Basin</u>
		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Year 5/6 B		<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 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) <p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use the 8 points of a compass, 4- and 6-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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America name and locate counties and cities of the United Kingdom identify the position and significance of latitude, longitude, Equator, Northern Hemisphere <p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
	Scaffolds to support learners with SEND	<ul style="list-style-type: none"> Connect to prior knowledge: mind mapping and revisiting Vocabulary supports: word banks with pictorial cues Visual scaffolds: photos, pictures and diagrams Memory aids: personalised dictionary, posters, key spelling prompts Models: 3d models, tactile maps, concrete materials Speaking frames: sentence openers Graphic Organisers: The Funnel Graphic Organisers: sequence charts 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting Individual instructions: step-by-step Graphic Organisers: sequence charts Writing frames: sentence openers, sentence structures, close procedures. Visual scaffolds: photos, pictures and diagrams Use of IT: audio description, photos and videos to record Speaking frames: sentence openers 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Writing frames: sentence openers, sentence structures, close procedures. Visual scaffolds: photos, pictures and diagrams Memory aids: personalised dictionary, posters, key spelling prompts Vocabulary supports: word banks with pictorial cues Vocabulary supports: simplified questions and instructions Speaking frames: sentence openers Individual instructions: step-by-step Individual instructions: pictorial instructions Graphic Organisers: sequence charts



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