



Geography Long Term Plan - Cycle B

	Autumn 2 - Europe	Spring 2 - Natural disasters	Summer 2 - Coast to Country
Big Concepts			
Big Question	What makes Europe distinctive?	What impact does mother nature have on our lives?	What impact can we have on the preservation of our coastline? Where might be the best place to build a new city in your area or elsewhere in the UK?
Vision and purpose	Children will learn about the amazing physical and human geography of Modern Europe. They will interpret maps to identify which countries comprise Europe and which bodies of water surround it. Children will investigate the rivers and mountains of Europe. They will interpret the key and/ or symbols on a range of maps to locate capital cities. Children will research the weather in a city in Europe and compare the finding to Hoylake by interpreting data.	Children will learn about natural disasters, including earthquakes and tsunamis. They will learn about what they are, where in the world, they have happened/can happen and why/how, people live near them. During this unit, they will deepen their understanding of locational and place knowledge, revisiting the Pacific ocean and the 'ring of fire' and learning what it is like to live near an earthquake zone. They will find out how people are affected by earthquakes and tsunamis by learning about the Haiti earthquake and the Japanese tsunami.	Children will focus on the local geography of the surrounding area. Pupils should develop some knowledge and understanding of the environment where land and sea interact. Coasts provide a particularly appropriate context for exploring and investigating key geographical ideas and concepts, such as physical processes and human effects on the environment; physical changes can occur almost every day through the action of the tides.
Prior learning	EYFS: Recognising the features of their immediate environments, creating weather charts and recognising trends (seasons). Pupils know that there are different countries in the world and they can explain some similarities and differences between life in this country to others. KS1: Locational knowledge of the 7 continents and 5 oceans. Pupils have learned about the countries in the UK and the capital cities. Pupils have undertaken a locality study to develop their knowledge of human and physical features of the local area. Pupils in KS1 have used world maps, atlases and globes to identify the UK and its countries.	KS1: Locational knowledge of the 7 continents and 5 oceans. Pupils in KS1 learned to ask questions such as: What is this place like? What or who will I see here? Pupils have compared and contrasted the human and physical features of a British locality to a non-European locality. Pupils can use basic geographical vocabulary to refer to key physical features (mountain, valley, vegetation) and key human features (city, town, village, house) Pupils have developed their geographical skills by using maps, and atlases, globes and aerial photographs.	EYFS - Pupils understand the need to respect and care for the natural environment and all living things KS1 - pupils have begun to learn to ask geographical questions. They have developed their geographical skills of map reading. They have focussed on the school and local area - pollution on the environment, with a link to saving local birds and their habitats (reducing plastic waste, litter picking) Pupils have taken on field work linked to sustainability (eg. travelling to work/school, plastic pledges, litter survey)
Cross-curricular text if using one			



Human geography	Urban, region, Europe, Country, County, Economy, Trade, Energy, city, town, village, factory, farm, house, office, port, harbour, shop, Capital city, country,	country, trade, region	Pollution, trade, litter, rubbish, recycle
Physical geography	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather, Alps, Mediterranean, Mountainous	Water cycle, earthquake, mountains, tsunami	Coasts, erosion, cliff, beach, River Dee, Irish Sea, River Mersey, peninsula,
Specific vocabulary for the sequence of work	European country and capital city names Danube River, Rhine River, Western uplands, North European Plain, Central uplandsMount Elbrus, Volga river, Alpine region,	Crater, crust, magma, mantle, vent, volcano, crops, fertile, lava, monitoring centre, seismometer, Sicily, tectonic plate, erupt, ash, glacier, particles, cluster, pattern, zone, aftershock, drill, waterworks, water butt borehole, condensation, deforestation, drain, evaporation	Backshore, barrier island, bay barrier, beach, beach face, beach replenishment, beach starvation, berm, breakwater, blowhole, abrasion, arch, attrition, backwash, bay, cave, cliff, coastline, corrosion, current, headland, landslide, longshore drift, sea defences, swash, waves, stack, sea wall, Hoylelake, West Kirby,
Other useful words for this age group	equator hemisphere, Differences/similarities, Compare/ contrast, City/country/continent, Atlas/map/globe, Tropics of Capricorn and Cancer		
Challenge vocabulary	Precipitation, terrestrial GIS - Geographical Information systems, Tributary confluence, meander, estuary, source, mouth, Topographical Services		