

## Malvern Parish- Geography Long Term Plan 2024/2025

### Understanding the World (See also RE Curriculum)

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<b><u>People, culture and Communities</u></b>	Baseline Show interest in lives of familiar people. Remember and talking about significant events. Recognise and describe special times for family or friends. Interest in different occupations and ways of life.	End of Autumn Term Show increased interest in the lives of people who are familiar to them & begin to understand that not all people celebrate the same things as them. Having a greater understanding about why certain events are being celebrated. * Talking about people that are helpful to them both, from their family and outside their family.	End of Spring Term Drawing information from a simple map; * Recognising some similarities and differences between life in this country and life in other countries; * Recognising that people have different beliefs and celebrate special times in different ways; * Starting to show an interest in different occupations and ways of life; * Talking about members of their immediate family and community; * Naming and describing people who are familiar to them	End of Summer Term (ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.		
<b>Topics</b>	<b>Malvern and Me</b>	<b>Celebrations</b>	<b>Winter Wonderland</b>	<b>Take me to the Farm</b>	<b>Zoom to the Moon!</b>	<b>Down at the Bottom of the Garden</b>
<b><u>Topic learning opportunities</u></b>	What makes me special? Talk about their family and get to know the adults and their roles in school. <b>Autumn Outdoor adventures</b> -Can I use my senses to explore natural objects?	The Nativity Story & performance. Learn about how we celebrate differently – birthdays, Christmas etc. <b>Outdoor adventures - Winter</b> -Can I use my senses to explore natural objects and observe the world around me?	Maps - Can I explore a range of maps? Compare the UK and arctic regions. Tanzania & Mabawa primary school. Can I make a map of my own? Can I build and describe and build a model of a familiar place?	Compare farming in the UK and Tanzania. Meet a farmer & read traditional farm stories. <b>Outdoor adventures - Spring</b> -Can I use my senses to explore natural objects? Can I recognise seasonal weather conditions?	Learn about the earth, the sun, planets and our solar system. Create and look at the globe.	Meet Tanzanian teachers. <b>Outdoor adventures - Summer</b> -Can I use my senses to explore natural objects and observe the world around me? Explore & observe our school grounds & create a

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	<p>-Can I make observations of the world around me using my senses?</p> <p>-Can I notice the features of the changing seasons?</p>					recycled garden - Mabawa.
<b><u>People, culture &amp; Communities ELG</u></b>	<p>* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and —when appropriate —maps.</p>					
<b><u>Vocabulary and knowledge progression to Y1 Geography Curriculum</u></b>	<p>* Malvern and Me — house names — flat, bungalow, house; Malvern being a town where we live and where our school is. Celebrations - firework — Guy Fawkes in London; *Winter Wonderland topic —learn about a globe and the Arctic/Antarctic *Zoom on the Moon —our place in the solar system. *Take me to the farm — local farm land on maps. * Down at the bottom of the Garden — making observations of our local and home environment.</p> <p>Vocabulary — earth, sea, land, sky, mountains, town/city/country, planet/planet names, solar system, seasons — autumn, winter, spring &amp; summer, environment</p>					
<b><u>Key Stage one Year One (Geography)</u></b>	<p>* Know the names of the four countries that make up the UK; * Know the names of the three main seas that surround the UK; * Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland; * Know the name of the nearest town or city; * Know features of hot and cold places in the world; * Know which is the hottest and coldest season in the UK; * Know and recognise the main weather symbols; * Know the main differences between city, town and village; * Know where the equator, North Pole and South Pole are on a globe; * Know which is N, E, S and W on a compass; * Know their address, including postcode; * Know how to follow a simple road map; * Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>					

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Autumn</p>	<p><b>Autumn Outdoor adventures</b></p> <p><b>-Can I use my senses to explore natural objects?</b> Create an autumn discovery table</p> <p><b>-Can I explore and make observations of the world around me using my senses?</b> What can you see, hear, smell &amp; feel on an autumn walk?</p> <p><b>-Can I notice some of the features of the changing seasons?</b> Notice the daily weather changes and add to our classroom calendar. Talk about what you need to wear at playtime.</p>	<p><b>What is it like here? Where in the world are we?</b> <i>Can I locate the school in an aerial photograph?</i></p> <p><b>What can we see in our classroom?</b> <i>Can I create a map of the classroom?</i></p> <p><b>What can we find in our school grounds?</b> <i>Can I locate key features of the playground?</i></p> <p><b>What are the different places in our school?</b> <i>Can I draw a simple map?</i></p> <p><b>How do we feel about our playground?</b> <i>Can I carry out an investigation of how I feel about our playground?</i></p> <p><b>Can we make our playground even better?</b> <i>Can I create a design to improve our playground?</i></p>	<p><b>Would you prefer to live in a hot or cold place?</b> <b>Where are the continents?</b> <i>Can I name and locate the seven continents?</i></p> <p><b>Where are the coldest places on Earth?(Y3)</b> <i>Can I locate the north and south poles?</i></p> <p><b>Where is the Equator?</b> <i>Can I locate the equator on a world map?</i></p> <p><b>What is life like in a hot place? (Y1)</b> <i>Can I compare the UK and Kenya?</i></p> <p><b>Do we live in a hot or cold place?</b> <i>Can I investigate local weather conditions?</i></p> <p><b>Would you prefer to live in a hot or cold place?</b> <i>Can I identify key features of hot and cold places?</i></p>	<p><b>Are all settlements the same?</b> <b>What is a settlement?</b> <i>Can I describe different types of settlements?</i></p> <p><b>How is land used in my local area?</b> <i>Can I identify the human and physical features in the local area?</i></p> <p><b>Can I explain the location of features in my local area?</b> <i>Can I discuss why physical and human features are in particular locations?</i></p> <p><b>How has my local area changed over time?</b> <i>Can I describe how land use in the local area has changed?</i></p> <p><b>How is land used in New Delhi?</b> <i>Can I identify land use in New Delhi?</i></p> <p><b>How does land use in New Delhi compare with my local area?</b> <i>Can I compare land use in two different locations?</i></p>	<p><b>Where does our food come from?</b> <b>How can our food choices impact the environment?</b> <i>Can I explain the impact of food choices on the environment?</i></p> <p><b>What does it mean to trade responsibly?</b> <i>Can I understand the importance of trading responsibly?</i></p> <p><b>How do we get our chocolate?</b> <i>Can I describe the journey of a cocoa bean?</i></p> <p><b>Where does our food come from?</b> <i>Can I map and calculate the distance food has travelled?</i></p> <p><b>Are our school dinners locally sourced?</b> <i>Can I design and use data collection methods to find where our food comes from?</i></p> <p><b>Is it better to buy local or imported food?</b> <i>Can I discuss the advantages and disadvantages of buying both locally and imported food?</i></p>	<p><b>What is life like in the Alps?</b> <b>Where are the Alps?</b> <i>Can I locate the Alps on a map?</i></p> <p><b>What is it like in the Alps?</b> <i>Can I locate the key physical and human characteristics of the Alps?</i></p> <p><b>Why do people visit the Alps?</b> <i>Can I describe the physical and human features of an Alpine region?</i></p> <p><b>What is there to do in our local area?</b> <i>Can I investigate what there is to do in the local area using data collection?</i></p> <p><b>How are the Alps different from our local area?</b> <i>Can I understand similarities and differences between the local area and an Alpine area?</i></p> <p><b>What is life like in the Alps?</b> <i>Can I understand the human and physical geography of the Alps?</i></p>	<p><b>Why does the population change? How is the global population changing?</b> <i>Can I understand the change and distribution of the global population?</i></p> <p><b>What are birth and death rates?</b> <i>Can I define birth and death rates and describe why they change?</i></p> <p><b>Why do people migrate?</b> <i>Can I recognise the push and pull factors influencing migration?</i></p> <p><b>How is climate change impacting the population?</b> <i>Can I begin to understand the impact climate change can have on the global population?</i></p> <p><b>How is population impacting our environment?</b> <i>Can I collect data to show how population impacts the amount of traffic and litter in Malvern?</i></p> <p><b>How is population impacting Malvern?</b> <i>Can I write a report on the fieldwork process, analyse findings and make suggestions to improve a situation?</i></p>
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	autumn winter conker acorn weather – rain wet dry sun/sunny/ bright summer spring leaf seed flower twig bark tickly	atlas globe aerial view/photograph symbol location country city village north east south west	vegetation tropical equator desert polar regions ocean compass rural temperate savannah ice sheet grassland (sea) urban	land use settlement agricultural land residential commercial recreational land compare dispersed legend memorial region transportation country border linear county place of worship	environment carbon footprint sustainability distribution export/import food bank quantitative qualitative air freight seasonal pesticides food miles produce fertiliser consume trade	mountain range coniferous deciduous fold mountain temperate forest tourism glacier	birth rate/death rate population migration refugee densely/sparsel y populated cartogram impact push and pull factors Likert scale conclusion
Malvern Parish Values	<b>Respect</b>	<b>Respect Friendship Peace</b>	<b>Respect</b>	<b>Respect Forgiveness</b>	<b>Respect Trust Truthfulness</b>	<b>Respect Friendship Peace</b>	<b>Peace Forgiveness Trust Friendship Truthfulness Respect</b>
British Values		<b>Individual Liberty Mutual Respect</b>	<b>Mutual Respect</b>		<b>Democracy Individual Liberty</b>	<b>Individual Liberty</b>	<b>Rule of Law Individual Liberty Mutual Respect</b>

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Spring	<p><b>Maps</b> -Can I explore a range of maps? First atlas, UK map, globe, google map.</p> <p><b>Can I make a map of my own?</b> Linked to a story, create a setting map of your own.</p> <p><b>-Can I build and describe and build a model of a familiar place?</b> Can you build Christ Church (Easter Service)?</p> <p><b>Outdoor adventures - Spring</b> -Can I use my senses to explore natural objects? Add spring items to our discovery table; daffodils, new leaves, photos.</p> <p><b>Can I recognise seasonal weather conditions?</b> Learn about the changes that take place in spring by using our senses on a spring walk.</p>	<p><b>What is the weather like in the UK? (Y2)</b> <b>Where is the UK?</b> <i>Can I locate the four countries of the UK?</i></p> <p><b>What are the four seasons?</b> <i>Can I identify seasonal changes in the UK?</i></p> <p><b>What are the compass directions?</b> <i>Can I identify the four compass directions?</i></p> <p><b>What is the weather like today?</b> <i>Can I investigate daily weather patterns?</i></p> <p><b>Is the weather the same everywhere in the UK?</b> <i>Can I identify daily weather patterns in the UK?</i></p> <p><b>How do people prepare for the weather?</b> <i>Can I understand how the weather changes with each season?</i></p>	<p><b>Why is our world wonderful?</b> <b>What are some of the UK's amazing features and landmarks? (Y1)</b> <i>Can I identify the geographical characteristics of the UK?</i></p> <p><b>Where are some of the world's most amazing places?</b> <i>Can I locate some of the world's most amazing places?</i></p> <p><b>Where are our oceans? (Y5)</b> <i>Can I name the five oceans and locate them on a map?</i></p> <p><b>What is amazing about our local area?</b> <i>Can I understand how to draw human and physical features on a sketch map?</i></p> <p><b>Where are natural habitats special?</b> <i>Can I investigate local habitats and record findings?</i></p> <p><b>How can we look after natural habitats?</b> <i>Can I present my findings in a bar chart?</i></p>	<p><b>Who lives in Antarctica? (Y2)</b> <b>What is the climate?</b> <i>Can I understand the position and significance of lines of latitude?</i></p> <p><b>Where is Antarctica?</b> <i>Can I describe the location and physical features of Antarctica?</i></p> <p><b>Who lives in Antarctica?</b> <i>Can I describe the human features of Antarctica?</i></p> <p><b>Who was Shackleton?</b> <i>Can I use four-figure grid references to plot Shackleton's route to Antarctica?</i></p> <p><b>Can we plan an expedition around school?</b> <i>Can I plan a simple route on a map using compass points?</i></p> <p><b>How did our expedition go?</b> <i>Can I follow instructions involving compass points and map a simple route?</i></p>	<p><b>Why are rainforests important to us?</b> <b>Where in the world are tropical rainforests?</b> <i>Can I describe and give examples of a biome and find the location and some features of the Amazon rainforest?</i></p> <p><b>What is the Amazon rainforest like?</b> <i>Can I describe the characteristics of each layer of a tropical rainforest?</i></p> <p><b>Who lives in the rainforest?</b> <i>Can I understand the lives of indigenous peoples living in the Amazon rainforest?</i></p> <p><b>How are rainforests changing?</b> <i>Can I describe why tropical rainforests are important and understand the threats to the Amazon?</i></p> <p><b>How is our local woodland used?: Data collection</b> <i>Can I understand how local woodland is used using a variety of data collection methods?</i></p> <p><b>How is our local woodland used?: Findings</b> <i>Can I analyse and present findings on how local woodland is used?</i></p>	<p><b>Why do oceans matter?(Y2)</b> <b>How do we use our oceans?</b> <i>Can I explain the importance of our oceans?</i></p> <p><b>What is the Great Barrier Reef?</b> <i>Can I locate and describe the significance of the Great Barrier Reef?</i></p> <p><b>Why are our oceans suffering?</b> <i>Can I explain the impact humans have on coral reefs and oceans?</i></p> <p><b>What can we do to help our oceans?</b> <i>Can I understand ways to keep our oceans healthy and begin planning a fieldwork enquiry?</i></p> <p><b>How littered is our marine environment?</b> <i>Can I collect data on the types of litter polluting a marine environment?</i></p> <p><b>How littered is our marine environment?</b> <i>Can I present, analyse and evaluate data collected?</i></p>	<p><b>Where does our energy come from?</b> <b>Why is energy important?</b> <i>Can I know why energy sources are important?</i></p> <p><b>What is renewable energy?</b> <i>Can I understand the benefits and drawbacks of different energy sources?</i></p> <p><b>How does the USA generate energy?</b> <i>Can I understand how energy is generated in the USA?</i></p> <p><b>How does the UK generate energy?</b> <i>Can I understand how energy sources are distributed in an area?</i></p> <p><b>What is the best way to generate energy?</b> <i>Can I explain reasons for choosing an energy source?</i></p>
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	<b>map</b> <b>globe</b> <b>town</b> <b>city</b> the same/different spring weather birds eye view building feature route direction North East South West	<b>north</b> <b>east</b> <b>south</b> <b>west</b> <b>season</b> <b>country</b> weather temperature continent capital city thermometer rain gauge climate	<b>ocean</b> <b>landmark</b> <b>capital city</b> data collection - bar chart <b>river</b> scale sample fieldwork lake locate OS map tally chart	<b>lines of</b> <b>latitude/longitude</b> <b>grid reference</b> <b>hemisphere</b> <b>route</b> <b>climate zone</b> compass points direction drifting ice ice shelf iceberg treaty	<b>biome</b> <b>indigenous people</b> <b>deforestation</b> <b>tropic of Capricorn</b> <b>tropic of Cancer</b> <b>global warming</b> logging drought greenhouse gas lianas canopy layer emergent layer buttress roots forest floor questionnaire summarise interpret	<b>atmosphere</b> <b>coral reef</b> <b>coral bleaching</b> <b>digital map</b> <b>eco system</b> <b>biodegradable</b> ecology erosion geology marine micro plastics species natural disaster human footprint	<b>energy source</b> <b>non-renewable</b> <b>renewable</b> <b>consumption</b> <b>biofuel</b> <b>emissions</b> natural gas crude oil solar power wind power hydro power six-figure grid reference
Malvern Parish Values	<b>Respect</b>	<b>Respect</b>	<b>Friendship</b> <b>Respect</b> <b>Peace</b>	<b>Respect</b> <b>Friendship</b> <b>Peace</b>	<b>Respect</b> <b>Trust</b> <b>Truthfulness</b> <b>Peace</b>	<b>Respect</b> <b>Forgiveness</b> <b>Truthfulness</b>	<b>Forgiveness</b> <b>Trust</b> <b>Friendship</b> <b>Truthfulness</b> <b>Respect</b>
British Values			<b>Mutual Respect</b>		<b>Democracy</b> <b>Rule of Law</b> <b>Individual Liberty</b> <b>Mutual Respect</b> <b>Tolerance</b>	<b>Democracy</b> <b>Individual Liberty</b>	<b>Democracy</b> <b>Individual Liberty</b> <b>Tolerance</b>

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<p>Summer</p>	<p><b>Learn about the earth, the sun, planets and our solar system.</b></p> <p><b>Create planets and look at the globe.</b></p> <p><b>Meet Tanzanian teachers.</b></p> <p><b>Outdoor adventures - Summer</b> -Can I use my senses to explore natural objects and observe the world around me?</p> <p><b>Explore &amp; observe our school grounds &amp; create a recycled garden - Mabawa.</b></p> <p>(Curriculum link – UW - The Natural World ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class)</p>	<p><b>What is it like to live in Tanga, Tanzania? (Y2)</b> <b>What can we see in our local area?</b> <i>Can I recognise human and physical features?</i> <b>Can we map our local area?</b> <i>Can I draw a sketch map?</i> <b>Where in the world is Tanzania?</b> <i>Can I name and locate some continents on a world map? (Mabawa)</i> <b>What can you see in Tanzania?</b> <i>Can I identify physical and human features of a non-European country?</i> <b>What is Tanga like?</b> <i>Can I describe what it is like in Mabawa (Tanga)?</i> <b>How is Tanga different from our local area?</b> <i>Can I compare Tanga to Malvern?</i></p>	<p><b>What is it like to live by the coast?</b> <b>Where are the seas and oceans surrounding the UK?</b> <i>Can I locate the seas and oceans surrounding the UK?</i> <b>What is the coast?</b> <i>Can I explain what the coast is?</i> <b>What are the features of the Jurassic Coast?</b> <i>Can I identify the physical features of the coast?</i> <b>How do people use Weymouth?</b> <i>Can I identify human features on the coast?</i> <b>How do people use our local coast?</b> <i>Can I investigate how people use the local coast?</i> <b>How do people use our local coast?</b> <i>Can I present findings on how people use the local coast?</i></p>	<p><b>Why do people live near volcanoes?</b> <b>How is the Earth constructed?</b> <i>Can I name and describe the layers of the Earth?</i> <b>Where are mountains found?</b> <i>Can I explain how and where mountains are formed?</i> <b>Why and where do we get volcanoes?</b> <i>Can I explain why volcanoes happen and where they occur?</i> <b>What are the effects of a volcanic eruption?</b> <i>Can I recognise the negative and positive effects of living near a volcano?</i> <b>What are earthquakes and where do we get them?</b> <i>Can I explain what earthquakes are and where they occur?</i> <b>Where have the rocks around school come from?</b> <i>Can I observe and record the location of rocks around the school grounds and discuss findings?</i></p>	<p><b>What are rivers and how are they used?</b> <b>What is the water cycle?</b> <i>Can I describe how the water cycle works?</i> <b>How is a river formed?</b> <i>Can I recognise the features and courses of a river?</i> <b>Where can we find rivers?</b> <i>Can I name and locate some of the world's longest rivers?</i> <b>How are rivers used?</b> <i>Can I describe how rivers are used?</i> <b>What can we find out about our local river?</b> <i>Can I identify and locate human and physical features on a map?</i> <b>What features does our local river have?</b> <i>Can I collect data on the features of a local river?</i></p>	<p><b>Would you like to live in the desert?</b> <b>What is a hot desert biome?</b> <i>Can I summarise the characteristics of a desert biome?</i> <b>Where are deserts located?</b> <i>Can I locate and explore features of deserts?</i> <b>What physical features are found in a desert?</b> <i>Can I describe the physical features of a desert environment?</i> <b>How can people use deserts?</b> <i>Can I explain the different ways humans can use deserts?</i> <b>What are the threats to deserts?</b> <i>Can I describe some of the threats facing deserts?</i> <b>Would you like to live in the desert?</b> <i>Can I explore the similarities and differences between two physical environments?</i></p>	<p><b>Can I carry out an independent fieldwork enquiry?</b> <b>Developing an enquiry question</b> <i>Can I develop an enquiry question?</i> <b>Creating data collection methods</b> <i>Can I determine the most effective data collection methods for fieldwork?</i> <b>Mapping a route</b> <i>Can I plan a route for a fieldwork trip?</i> <b>Collecting the data</b> <i>Can I collect the data to answer the enquiry question?</i> <b>Analysing the data</b> <i>Can I determine an answer to the enquiry question?</i> <b>Presenting the data</b> <i>Can I present my findings?</i></p>
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	<p>earth sea land sky mountains town/city/country planet/planet names solar system summer environment</p>	<p>similarities differences human feature physical feature continent directional language )near far next to) Tanzania climate weather Tanga</p>	<p>coast/coastline bay cliff harbour pier sand dunes aquarium mudflat pictogram tourist island stack</p>	<p>volcano earthquake earth - structure/layers tsunami active dormant crust epicentre geothermal energy inner core magma metamorphic rock igneous rock sedimentary rock pyroclastic flow seismic waves tectonic plate outer core mantle fertile soil</p>	<p>water cycle estuary tributary source flood plain condensation evaporation transpiration precipitation percolation flooding groundwater river mouth</p>	<p>barren desertification national park mesa time zone salt flat mining rainfall flash flood</p>	<p>enquiry data collection methods subjective evidence analyse justify issue presenting audience recommendation</p>
Malvern Parish Values	<b>Respect</b>	<b>Respect Friendship Trust</b>	<b>Respect</b>	<b>Respect Trust Friendship</b>	<b>Respect</b>	<b>Respect Peace</b>	<b>Peace Forgiveness Trust Friendship Truthfulness Respect</b>
British Values				<b>Rule of Law</b>			<b>Democracy Rule of Law Mutual Respect Tolerance</b>

Malvern Parish- Geography Long Term Plan 2024/2025

Adaptations to the curriculum due to mid-year change

2023/2024

	Spring 2	Summer 2	Autumn
Reception			
Year 1	What is the weather like in the UK? (Y2)	What is it like to live in Mabawa? (Y2)	
Year 2			
Year 3			
Year 4			
Year 5			
Year 6	We have covered <b>population</b> during our Shang Dynasty topic (2022-23)		