

# Geography Long Term Plan 2019/20

Term	Assessment Period 1		Assessment Period 2	Assessment Period 3
<b>Module</b>	2 weeks Recap – locational knowledge			
<b>1</b>	How do I use geographical sources to find out about the world?	Ongoing across the year.  1. Where do you live in the world and how would you tell a visitor about what you can do here? 2. How can I create a map of my local area?		
<b>2</b>	How do I use geographical sources to find out about the world?	1. Where do we find towers, tunnels and turrets and why are they located there? 2. Are there towers, tunnels and turrets everywhere in the world?  Key human and physical features, symbols and key, local area.	1. What would it be like to explore in different parts of the world? 2. What kind of explorer could you be today or in the future?  Comparing landmarks/castles in other countries to revisit knowledge from start of year. Each new place they 'explore' shown in relation to Ashington, the U.K. and Europe to consolidate locational knowledge.	
<b>3</b>	How do I use geographical sources to find out about the world?	How were natural resources used in the Stone Age, Iron Age and Bronze Age?  Resources in local area	Where did the Romans come from and why did they settle in the locations they did? How can I use geographical sources to compare the human and physical geography of places?  How do physical processes affect people and their environment?  Revision of concepts human and physical linked to prior knowledge of local environment, reference towers, castles etc from previous year. Show Italy in relation to Ashington, the U.K. and revise continents and directional language.	How does climate affect the type of food that is grown around the world?  Link to areas of the world 'explored' in Year 2. Discuss prior knowledge of weather and learn the difference between weather and climate. What would the climate have been like in Italy for the Romans?
<b>4</b>	How do I use geographical sources to find out about the world?	Which factors influence invasion and settlement?  Key human features that are evidence of invasion – link to castles/Norman invasion and Roman invasion. Revision of physical features that might influence settlement. Recall countries that different invaders came from.	How does the human and physical environment of the U.S.A. impact on the lifestyle of the Iroquois? How and why is the human and physical geography of the U.S.A. so diverse?  Comparative size of U.S.A. in comparison to other countries studied – opportunity to revisit and consolidate knowledge about those countries. Compare climate, biomes etc with other countries studied.	How did coal mining contribute to the development of Ashington? Natural resources – link to Stone/Bronze/Iron Age  How do human and physical processes impact positively or negatively on our coastline?  How can a sandwich have a carbon footprint? Link to prior knowledge about where food comes from and transport links.  Revision of other physical processes e.g. formation of mountains, volcanoes and discuss positive and negative aspects.
<b>5</b>	How do I use geographical sources to find out about the world?	What is the British Empire and which countries have been part of it? How did the Industrial Revolution impact on the growth of settlements? Relate location of countries to those covered in previous year groups, revision of continents, oceans. Compare bigger urban settlements to those studied in previous year groups.	How did the River Nile contribute to the development of Ancient Egypt? How does the river support and affect our local environment?  Recap local area knowledge in terms of human and physical features. Opportunity to discuss what civilisations have needed to survive/thrive.	How do human and physical features vary in the U.K, Europe and the U.S.A?  Link back to knowledge gained in years 3 and 4 about Italy and the U.S.A. Draw in information from growth of London covered earlier in the year.
<b>6</b>	How do I use geographical sources to find out about the world?	Where was the Titanic travelling to and why were people on board? How do the human and physical features of the polar regions influence human settlement?  Link people travelling to America for a new life to events in modern society – emigration Recap other areas of the world studied and use knowledge to explain the difference in population between polar regions/other countries and areas studied.	How does the human and physical geography of Mexico compare to other countries, continents and regions of the world that we have studied? How does the economy of a country affect its ability to deal with natural disasters?  Opportunity to revisit emigration and link study of push/pull factors to what they already know about the U.S.A. Recap physical processes already covered (plate tectonics) while learning about earthquakes.	How can a country's human and physical features affect tourism?  Build on knowledge of the impact of natural resources on economy. Opportunity to recap time zones/climate and revisit other countries studied previously while looking at Greece.

(Red text highlights opportunities to make links between topics and year groups to promote long term memory of knowledge.)