



# Geography Long Term Plan

Where a choice option is given class teachers/the class will choose what area to study (see MTP)

	Autumn Term	Spring Term	Summer Term
Early Years Foundation Stage	School mapping – things in school, nature garden, toilets, office. Local area mapping – church, zoo etc Walk in local area or nature trail European day of languages	Jersey Royals specific to Jersey	Beach trip Rock pooling
People Cultures and Communities	Not Term specific Around the world – explore cultures/languages from children in class. Explore holiday destinations. (Invite parents from home countries to offer traditional foods e.g. risks from SA, Epiphany cake from France) Post cards from around the world Ocean pollution		
	<u>Fieldwork opportunities</u> Mapwork: <ul style="list-style-type: none"> <li>• Map of the classroom / part of the classroom e.g. the role play area.</li> <li>• Following a map to the church for harvest festival.</li> <li>• Route to the post box to post Xmas letters.</li> </ul> Physical and human features of a local area - Comparison of the Riley field to the nature trail  Ongoing – Weather – Observing and recording weather / making windmills / clothing for different weather.	Mapwork – Finding information on the maps at the zoo. On return to school making own zoo maps.  Construction area – making local, national and international landmarks / settlements / features of a town.	Physical and human features – Beaches, rockpools and coasts Volcano experiment  Weather – beach trip / sun safety
Milestone 1 Year 1 and 2	<u>Mapping the world, my home and Great Britain</u> Mapping the World Describing maps of the world 1 Describing maps of the world 2 Jersey and the Parishes, our location The United Kingdom England, Scotland, Wales, Northern Ireland Channel Islands	<u>Oceans and the weather</u> Continents and oceans The Arctic Ocean The Atlantic Ocean The Pacific Ocean The Indian ocean The Southern Ocean Climate Weather Extreme weather	<u>Australia</u> Australia Australia; Aboriginal People Australia; Animals Australia: Great Barrier Reef Australia: Sydney Australia: Daintree Rainforest



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Fieldwork opportunities 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.	<p>Mapwork:</p> <ul style="list-style-type: none"> <li>Create a map of the nature trail Y1</li> <li>Match photos of school to a school map Y2</li> <li>Follow a treasure hunt map in the school grounds Y2</li> </ul>	<p>Rock pooling – comparison of local rock pools to other oceans studied. Fish market visit to look at local sea life / local trade.</p> <p>Weather – Observing weather, collecting and recording data. Linking to seasons throughout the year.</p> <p>Weather reporting – visit to the local ITV studio.</p>	Woodland comparison – Compare St. Catherine's woods to the rainforests of Australia.
Milestone 2 Year 3 and 4	<p>Mapping the world, Europe and landscapes</p> <p>Describing maps of the world 1</p> <p>Describing maps of the world 2</p> <p>Describing maps of the world 3</p> <p>Landscapes; rivers</p> <p>Landscapes: mountains</p> <p>Europe</p> <p>Europe; population</p> <p>Europe; rivers</p> <p>Europe; mountains</p>	<p>Physical Geography – Erosion and Earthquakes</p> <p>Landscapes; weathering</p> <p>Erosion and deposition; rivers</p> <p>Erosion and deposition; coasts</p> <p>Erosion and deposition; management</p> <p>Earthquakes and volcanoes: plate tectonics</p> <p>Earthquakes and volcanoes: the pacific ring of fire</p> <p>Earthquakes and volcanoes; impact</p>	<p>Transport, trade and the environment</p> <p>Transportation; St Helier</p> <p>Transportation; national</p> <p>Transportation; International</p> <p>International trade; food (link to Jersey Dairy)</p> <p>International trade; natural resources</p> <p>International trade; tourism</p> <p>The water cycle; the cycle</p> <p>The water cycle; clouds and precipitation</p> <p>Climate change</p>
Fieldwork opportunities 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>Mapwork:</p> <ul style="list-style-type: none"> <li>Create a map of the local area or a village e.g. St. John's village.</li> <li>Trinity local area – Y3</li> <li>St. John's village - Y4</li> </ul>	<p><b>Coast visit</b></p> <p>Mapwork – Following a map of the coast being visited, looking at local maps on signs.</p> <p>Observation of human and physical features</p> <p>Green Island – erosion of the island</p> <p>Mountains / volcanoes – rock study on a local beach – looking for layers of rock / rock formation (Y3 science link)</p> <p>Weathering and ocean currents – comparing beach formation / sand dunes (Archirondel compared to St. Ouens)</p> <p>Rivers – Using a flowmeter at different times of year to measure the speed of the stream in the nature trail.</p>	<p>Trade – Land use maps</p> <p>Climate change – creating more growing spaces in our playground / local area – English link to 'The Promise' text driver.</p> <p>Visit to air traffic control tower – How does weather affect transport / trade?</p> <p>Visit to weather station – Masion St Louis, RJ&amp;HS</p> <p>Tourism – parish tourism / questionnaires about holidays / interviewing friends and family.</p> <p>Traffic survey</p> <p>Y3 - Visit to the dairy / Albert Bartlett re international trade.</p>



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<p><b>Milestone 3</b> <b>Year 5 and 6</b></p>	<p><b>Mapping the world and our oceans</b> Using maps; features Using maps: four figure grid references Using maps: six figure grid references Ocean currents</p> <p>UK Cities – interest led</p>	<p><b>Biomes</b> Biomes and climate zones Marine biome Freshwater biome Tropical rainforest biome Temperate deciduous biome Desert biome Taiga biome Grassland biome Ice biome</p>	<p><b>The Americas</b> North America North America; population North America; rivers North America; Mountains South America South America; population South America; rivers South America; Mountains</p>
<p>Fieldwork opportunities 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>	<p><b>Fieldwork opportunities</b> Mapwork: Using digital technologies – ‘What 3 words’, Google maps in the local area. (Homework challenge)</p> <p>Ocean currents and population – Comparison of the Great Pacific garbage belt and Jersey seas / litter survey</p> <p>Sea defences</p> <p>UK cities – waterfront reclamation – comparison to Jersey. Visit the reclamation site / harbour – talk from States / planning?</p>	<p>Using grid references on maps on a fieldtrip (Y5 – Crabbe). Orienteering (Y6 – Brig Y’Don).</p> <p>Comparing biomes in Jersey – Freshwater (Queens valley) compared to marine (Longbeach).</p> <p>Rivers / stream – Observation of upper / lower course in Greve De L’ecq woods during Crabbe residential. Flowmeter to measure the speed of the water. Y5</p> <p>Zoo – Which biomes do animals originate from?</p>	<p>Americas – Population comparison to Jersey – to write an appropriate questionnaire to gather information.</p>