



# St Anthony of Padua Catholic Primary School Long Term Plan



## Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b> <b>(Knowledge and Understanding of the World)</b>	-Looks closely at similarities, differences, patterns and change in nature. <b>The World</b> - Knows about similarities and differences in relation to places, objects, materials and living things. <b>The World</b>		-Talks about the features of their own immediate environment and how environments might vary from one another. <b>The World</b> -Makes observations of animals and plants and explains why some things occur, and talks about change. <b>The World</b>		-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>People and Communities</b> -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. <b>People and Communities</b> -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. <b>People and Communities</b> -Explore the natural world around them, making observations & drawing pics of animals & plants. <b>NW</b> -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. <b>Natural World</b> -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>Natural World</b>	
<b>Year 1</b>		<b>Seasonal Changes</b> Enquiry Question: Where do leaves go in Winter? <b>Disciplinary Focus: pattern–what is the relationship between</b>		<b>North Pole</b> Why can't meerkats live in the North Pole? <b>Disciplinary focus: position-why are certain species located where they are?</b>		<b>A local area study</b> Enquiry Question: What can we find around our school? <b>Disciplinary focus: position</b>

		<b>human activities and these physical features?</b>				<b>Why is our school where it is?</b>
<b>Year 2</b>		<b>Local Area Study</b>  What is exciting about Mossley Hill?  <b>Disciplinary focus: place- what makes this place distinctive and what people make it special?</b>		<b>Compare our local area to Morogoro</b>  Enquiry Question: Where would you prefer to live; England or Morogoro in Tansania, Africa?  <b>Disciplinary Focus: place – what kind of places are these? What makes its features distinctive?</b>		<b>Seaside</b>  Enquiry Question: Why do we love to be beside the seaside?  <b>Disciplinary focus: Patterns – Human and physical features</b>
<b>Year 3</b>	<b>Rivers</b>  Enquiry Question: How do rivers, people and land affect each other?  <b>Disciplinary Focus: patterns-the relationship between human activities and physical features</b>	<b>Mountains</b>  Enquiry Question: How do mountains interact with what is around them?  <b>Disciplinary Focus: patterns-the relationship between human and physical features</b>	<b>Settlements &amp; Cities</b>  How are settlements similar and different?  <b>Disciplinary focus: place</b>	<b>Agriculture</b>  How are we connected to farmers?  <b>Disciplinary focus: processes how one feature interacts with another</b>	<b>Volcanoes</b>  Enquiry Question: How do volcanoes affect a place?  <b>Disciplinary focus: processes- how the one thing affects another</b>	<b>Climates and Biomes</b>  Enquiry Question: How does the climate affect the way people live?  <b>Disciplinary focus: processes</b>
<b>Year 4</b>	<b>Rhine and Mediterranean</b>  Enquiry Question: How do humans use the Rhine and the Mediterranean?	<b>Population</b>  Enquiry Question: How do populations differ from place to place?  <b>Disciplinary Focus: pattern- interpret geographical data</b>	<b>Coastal processes and landforms</b>  Enquiry Question: How does the location of west Wales affect its coast?	<b>Tourism – a seaside town and Wales.</b>  Enquiry Question: How do tourists interact with a place?  <b>Disciplinary focus: position and pattern</b>	<b>Earthquakes</b>  Enquiry Question: What are the pros and cons of living near a tectonic fault line?	<b>Water and farming in California</b>  Enquiry Question: Why is California so thirsty?  <b>Disciplinary focus: patterns- relationship between human</b>

	Disciplinary focus processes	<i>Trip: Chester</i>	Disciplinary Focus: processes		Disciplinary focus: position-how the position of something affects everyone around it-	activities and physical features
Year 5			<b>Settlements</b>  Enquiry Question: Where would you choose to build a city?  <b>Disciplinary focus: position and place-why are cities where they are and how does their position affect everyone around it?</b>			
Year 6			<b>Local Area Study- The River Mersey</b>  Enquiry Question: Why is the Mersey so important to Liverpool?  <b>Disciplinary Focus: position and processes</b>			