

# St. Mary's Catholic High School GEOGRAPHY LONG TERM PLAN (2022-2023)

## YEAR 1 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>Talk about U.A.E.</b>	<b>Human Features</b>	<b>Four Seasons</b>	<b>Climate and Weather</b>	<b>Addresses</b>	<b>Journey to School</b>	<b>Street Apart</b>	<b>Pretty and Awful</b>
	<b>UNIT 1-AROUND SCHOOL</b>							
	Learn to name and identify the Emirates of U.A.E.	Identify Human features of U.A.E.[man made land marks]	Identify different types of seasons.	Talk about the different type of climate and weather.	Know that all people have Addresses.	Can name the landmarks close to school and their homes.	Recognise changes on the same street.	They learn to differentiate between pretty and awful places
Term 1	<b>Ring the Changes</b>	<b>How Buildings are Used</b>	<b>Means of Transport</b>	<b>Uses of Transport</b>	<b>Traffic Watch</b>	<b>Signs &amp; Markings</b>		<b>Revision</b>
	<b>HOW WE MAKE OUR LOCAL AREAS SAFE</b>							
	Determine how the places changes for better or worse over a period of time	They learn to match how each building are used by people	Name the different means of transport- [ land,water and air]	Describe the uses of different means of transport.	Recognise the meaning of what they see on the map and on the road- [ busy and quiet road]	Identify different signs and markings seen on the road		
YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	<b>Safety on road</b>	<b>Safety in School</b>	<b>Safety at Home</b>	<b>Community Helpers</b>	<b>Workplace</b>	<b>Leisure Activities</b>	<b>Poppy Getting Connected</b>	
	<b>Unit 3 –Safety Measures to be followed in School, on the roads and at home</b>							
	Enumerate how to keep safe on the road.	Enumerate the safety rules to be followed in school.	Enumerate the safety rules to be followed at home	Learn the different jobs people do in different areas	Learn how community helpers work and relate their job to their work places	Learn different types of leisure activities	Learn about the different types of transport to get to different places.	
Term 2	<b>Places and features</b>		<b>World-wide Shop</b>		<b>Inside the House</b>		<b>Sent Packing</b>	<b>Revision</b>
		Learn about different places and match it to its features		Learn about different countries and the souvenirs related to different countries		Learn to identify and label a few items in a house		Learn to name the items used when they go on a holiday

## YEAR 2 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>UNIT 1 - OUR EARTH</b>								
Term 1	<b>Four Compass directions</b>			<b>Map and Globe</b>		<b>Continents and oceans</b>		
		Recognise what is meant by Compass Rose. Identify the four main directions namely - North, South, East and West. Mark them correctly on a Compass Rose. Use a compass rose to locate the position of different places.			Introduction of the Globe and the Map. Recognise how water and land are represented on a globe and a map. Identify the position of the North Pole and South Pole.		Identify and name the seven continents and five oceans. Locate them on the world map. Recognise and locate their home country and the continent it belongs to. Recognise the smallest and largest continent / ocean. Identify and name few countries from different continents and their capitals namely ; UAE- Abudhabi, India - New Delhi, Philippines - Manila, Pakistan- Islamabad, Sri Lanka- Colombo, Egypt - Cairo, Kenya- Nairobi.	

Term 1	<b>UNIT 2 - OUR ENVIRONMENT</b>			<b>UNIT 3 - CURRENT LOCALITY - UAE</b>				
	<b>Physical and human features on the earth</b>			<b>UAE and the seven Emirates</b>		<b>The UAE Flag and the National Symbols</b>		<b>Revison</b>
	Identify and name some common physical features ( mountains, hills, valleys, oceans, islands,desert, oasis etc) and human features (buildings, bridges, parks, railways, roads etc) on land.			Recognise the position of UAE on the world map and the continent it belongs to. Name the seven emirates of UAE; Locate the position of Dubai and the capital city (Abudhabi) on the map of UAE.		Recognise the National animal of UAE (Arabian Oryx) and the National bird (Falcon). Recognise the colours of the UAE flag and what it depicts, the 50th UAE National day (December 2nd) and its significance.		
YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	<b>UNIT 4 - THE ISLAND HOME</b>							
	<b>THE UNITED KINGDOM</b>							
	Recognise what is an island. Locate the position of UK on a map; the continent it belongs to. Its four countries and the capitals; concept of "union" and the creation of the flag. SCOTLAND: Locate the country on the map; it's capital; it's flag; national flower - thistle; patron saint - St,. Andrew; The Edinburgh castle; traditions - bagpipes, kilts, etc.; Loch Ness. WALES: Locate the country on the map; it's capital; it's flag; national flower - daffodil; patron saint - St. David; the physical features; reason - Welsh flag is not represented in the Union flag. NORTHERN IRELAND: Locate the country on the map; it's capital; it's flag; national flower - shamrock; patron saint - St. Patrick; Gaelic football; traditions - Irish dance. ENGLAND: Locate the country on the map; it's capital; it's flag; national flower - rose; patron saint - St. George; River Thames; Tower bridge; Buckingham Palace.							
Term 2	<b>UNIT 5 - A CONTRASTING LOCALITY OVERSEAS</b>							
	<b>Locating Mexico and Finding the VillageTocuaro</b>				<b>Living in Tocuaro</b>			
	Recognise the position of Mexico on the world map ; Identify the map and flag of Mexico. Recognise the position of Mexico city and locate the village Tocuaro on the map of Mexico. Describe the physical and human features in and around Tocuaro. Identify the name of a lake ( Lake Patzcuaro) near Tocuaro.				Recognise the lifestyle, food, occupation and traditional homes of the village people ( Eg. The Horta family). The significance of traditional wooden masks and the art of mask making in Tocuaro. Compare and talk about the differences / similarities between Tocuaro village and Dubai city.			
<b>YEAR 3 LONG TERM PLAN with CURRICULUM STANDARDS</b>								
YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>UNIT - 1 THE WORLD MAP</b>							
	<b>Cardinal &amp; Intercardinal Directions</b>		<b>Maps, globe and atlas</b>		<b>Exploring North America &amp; South America</b>		<b>U.A.E in the world map</b>	
	Recognise the Cardinal directions and Intercardinal directions; Use the Compass Rose to locate the position and direction of a place on the map.		Explain the differences between a map, globe and an atlas. Recognise the use of a key to identify places on a map.Recall and locate the seven continents and five oceans on the world map.		Introduction to the continents of North America and South America. Identify the capitals of the listed countries in North America and South America. Recognise and name some physical & human features in North& South America.		Name, locate and label the 7 emirates and neighbouring countries of U.A.E on a map. Recognize some famous landmarks of U.A.E. Organize the information collected about the 7 emirates.	
Term 1	<b>UNIT 2- Introduction to Solar System</b>				<b>UNIT 3 - SOME HOLIDAY DESTINATIONS</b>			
	<b>Inner Planets &amp; Outer Planets</b>		<b>Planning a holiday</b>		<b>Packing a Suitcase</b>		<b>Comparing Holiday Destinations</b>	
	Recognise and name the planets of the solar system and classify them as inner and outer planets. Use secondary resources to find a fact about each planet.		Identify and locate some common holiday destinations on the world map; List few reasons for going on a holiday. Use secondary resources to recognise some familiar holiday destinations around the world. Suggest few places for a family to travel; considering the weather, landscape and activities at each place.		Explain how overseas tourists consider the weather conditions as a factor in deciding the things to pack, when planning a journey. Use secondary resources to find and suggest some available activities for tourists visiting hot or cold destinations.		Compare two different holiday destinations and suggest differences and similarities ( eg. Egypt and Switzerlad) . Identify and name the souvenirs from different places.	
YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	<b>UNIT 4- PHYSICAL AND HUMAN FEATURES</b>							
	<b>Some Physical and Human features around the World</b>			<b>Layers of the Earth</b>			<b>Basic Features of a Volcano</b>	

Term	Recognise and name the different physical and human features in UAE and around the world.	Recognise the different layers in the structure of the earth;	Understand the structure and features of a volcano.
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<b>UNIT 5- OUR LOCAL ENVIRONMENT</b>			
	<b>Changes across Four Seasons</b>	<b>Weather Forecast symbols</b>	<b>Effects of Noise pollution</b>
Term 2	Name the four seasons and list the changes during summer, spring, winter and autumn.	Recognize how weather symbols are used in weather forecasts and to predict weather. Read local weather reports and interpret the details. Create a weather report for a particular day in the vicinity.	Identify pleasant sounds and unpleasant sounds. Recognise the effects of noise pollution and suggest ways to reduce noise pollution.
			<b>Revision</b>

**YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>Unit 1- The World and the weather</b>				<b>Unit 2 - Overseas Destinations</b>			
	<b>Recall Directions, Continents &amp; Oceans</b>		<b>Latitudes &amp; Longitudes</b>		<b>Weather Around the World/ Climatic Zones</b>		<b>Some Countries in Europe &amp; their Capitals</b>	
Term 1	Recall Cardinal directions and Intercardinal directions; Recall & locate the 7 Continents & 5 Oceans on the World Map; Order the continents and Oceans according to their size.		Recognise the significance of the Geographical grid. Recognise what is meant by Lines of Latitude (Parallels) & Lines of Longitude (Meridians). Name and locate the position of the major lines of Latitude and Longitude.		Explain the difference between weather and climate. Recognise and draw some common weather symbols. Predict the weather for the day and draw a suitable weather symbol. Identify and locate the climatic zones (temperate, polar and tropical climatic zones) on the world map.		Locate some countries in the map of Europe and name their capitals. Identify some famous human features and physical features in Europe.	
	<b>Unit 3 - Topographical Features 1 - Mountains</b>							
	<b>Mountain Ranges</b>		<b>Major mountains in UAE</b>		<b>Seven summits of the world</b>			
Term 1	Recognise what is meant by a mountain range; Name some famous mountain ranges of the world. (The Himalayas-Asia; The Atlas - Africa; The Andes-South America; The Alps- Europe; The Rockies-North America)		Identify and name the major mountains in UAE; Compare and contrast - Mountains in UAE and other parts of the world.		Identify, name and locate the seven summits of the world (highest mountain in each continent) - Mt. Everest in Asia; Aconcagua in South America; Denali in North America; Kilimanjaro in Africa; Mt. Elbrus in Europe; Puncak Jaya / Mt. Carstensz in Oceania.			
								<b>Revision</b>

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>Unit 4 - Topographical features 2 - Rivers</b>							
	<b>Source of a river</b>		<b>Some Water bodies in UAE</b>		<b>Major rivers of the world</b>			
Term 2	Recognise the source of a river system and its course; Label the different features of a river namely; the source, meander, tributary, confluence, flood plain, oxbow lake, delta, mouth (estuary).		Recognise that a 'Wadi' (common in desert regions) is a river that is usually dry except when it has rained. Recognise that a Creek is a medium waterway that is larger than a stream. Recognise that a water canal is a manmade waterway for boats and ships to transport		Name and locate the major river in each continent. (Asia-Yangtze; Europe-Volga; North America-Mississippi; South America-Amazon; Africa-Nile; Australia-Darling river)			
	<b>Unit 5 - Sustainability</b>				<b>Unit 6 - Economic Activities of UAE</b>			
	<b>Reduce -Reuse - Recycle</b>		<b>Agriculture &amp; Livestock Keeping</b>		<b>Maritime Activities, Industry &amp; Trade in UAE</b>			
Term 2	Recognise that sustainability is about making sure that the planet and all of its resources (including wood, leather, gas and coal) are used in such a way that all animals and plants can continue to live here for many years to come. Recognise the reduce – reuse – recycle method to achieve		To introduce the idea that food is more sustainable when it is grown locally, and how modern farming techniques now make this possible in UAE. Recognise that Livestock refers to the animals such as cattle and sheep which are kept on a farm. Explain the importance of		Understand that the residents of UAE were engaged in different maritime activities as a main source of income. Understand that UAE is one of the important countries that produce and export oil. Recognise the importance of Expo 2020 & explore its guiding theme.			
								<b>Revision</b>

**YEAR 5 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>Unit 1: Seas and oceans</b>				<b>Unit 2: Wearing away the land.</b>			
	<b>Beneath the surface</b>		<b>The Ocean Environment.</b>		<b>Learning about seas</b>		<b>Rivers in Action</b>	
Term 1	To understand how ocean changes at different levels and how the light, temperature and pressure change with the depth of water.		To illustrate how the oceans are important to us in a variety of ways.		To reinforce locational knowledge about oceans and seas.		To learn and understand that erosion, transportation and deposition are part of a sequence.	
	<b>Unit 3: Wales</b>		<b>Unit 4: The Seasons</b>			<b>Unit 5: Greece</b>		
	<b>Wales</b>		<b>Changing Seasons</b>		<b>Seasons Worldwide</b>		<b>Seasonal Influence</b>	
Term 1	To locate the key rivers,						To reinforce understanding of different geographical	
								<b>Revision</b>

Term 1	mountains and settlements on the map of Wales.	To emphasise the different characteristics of each season.	To compare UK and Mediterranean climates using climate data.	To illustrate the effects of weather on human activities.	To illustrate the effects of different geographical themes and to consolidate the portrait of life on a Greek Island.			
YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Unit 6: Cities			Unit 7: Jobs				
	<b>Describing Cities</b>	<b>World Cities</b>		<b>The Story of London</b>	<b>Making Things</b>	<b>Different Jobs</b>	<b>Types of Work</b>	
	To learn and understand the difference between towns and cities and show that people have different needs and priorities.	To develop locational knowledge about cities around the world.		To consider the different functions and facilities in a major city.	To learn and understand about factories and how they work	To illustrate the range of work opportunities in a single work environment.	To show that there are major categories of work and that not all work results in a tangible product.	
Term 2	Unit 8: North America		Unit 9: Pollution		Unit 10: Africa			
	<b>Introducing the Caribbean</b>	<b>Damaging the Environment.</b>		<b>Green Living</b>		<b>Introducing Africa</b>		<b>Revision</b>
	To introduce to the geographical setting and context of the Caribbean region.	To learn and understand about pollution problem and solutions.		To help children realise they can help reduce pollution through their own action.		To learn and understand about Africa through key physical and human features.		<b>Assessment 2</b>

**YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	PLANET EARTH: Unit 1: Restless Earth				WATER: Unit 2: Drinking Water			
	<b>Earthquakes and</b>	<b>Creating Landscapes</b>	<b>Rocks and Soils in the UK</b>		<b>Water, Water</b>	<b>Water Supplies</b>		<b>Conserving Water</b>
	Explore the occurrence of earthquakes and volcanic eruptions	Identify and describe the five forces that shape the land	Discover how rocks affect the character of places in the UK		Appreciate that water is essential to life	Explore the cycle and sources of water and identify the importance of clean water		Identify specific actions that individuals, government, and communities can take to help save and protect water
Term 1	Unit 3: United Kingdom		WEATHER: Unit 4: Local Weather			Unit 5: Europe		
	<b>England</b>		<b>The Right</b>	<b>Micro-Climates</b>	<b>Influencing the Weather</b>	<b>Europe</b>		
	Illustrate the physical and human geography of England and investigate the quality of life through photographs and maps		Explain the need to control the weather	Compare varying weather conditions between places	Identify air pollution problems and how it affects the weather	Introduce Europe's landscapes- what makes it special, and name the best reasons for a country to join the European Union		

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	SETTLEMENTS: Unit 6: Planning Issues			Unit 7: North and South America		WORK AND TRAVEL: Unit 8: Transport		
	<b>Reasons for</b>	<b>Old Sites, New Sites</b>	<b>Planning Games</b>	<b>South America</b>		<b>Travelling Further,</b>	<b>Transport Problems</b>	<b>Hidden Costs</b>
	Assess the different ways of land use	Explain the reasons for re-development of old sites	Evaluate how planning decisions are made	Explore the Amazon rainforest and enumerate ways on how it is threatened and how it can be protected		Discuss the different types of transports and opportunities for travel	Identify traffic problems and devise plans to keep people safe and traffic moving	Examine how vehicles affect people and the environment
Term 2	ENVIRONMENT: Unit 9: Conservation				Unit 10: Asia and Africa			
	<b>Threatened Wildlife</b>		<b>Antarctica</b>		<b>Conservation Projects</b>		<b>Asia</b>	
	Appreciate wildlife and discuss the endangered plants and animals		Explore Antarctica and cite reasons to conserve it		Propose conservation projects to prevent further damage and help restore the earth	Discuss facts about Southeast Asia and explore life in Singapore		

**YEAR 7 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<i>Resources and the environment</i>							
	<b>Why are we concerned</b>	<b>Who cares for the</b>	<b>Why does wildlife need protecting?</b>	<b>How can industry</b>	<b>How can environments be damaged?</b>	<b>What non-renewable and renewable resources</b>		

Term 1	To enhance understanding about their surroundings and discuss the relationship between environments and living things.	To outline the different ways organisations protects and cares for the environment.	To create an awareness about the need to protect wildlife and conscientize about the struggle to prevent species from extinction.	To create an awareness about industrial pollution and conscientize about the struggle in cleaning up the environment.	To identify the threats and hazards to the environment and create an awareness about the environmental problems and boost interest in caring for and improving the environment.	Differntiates between renewable and non-renewable resources and outline the benefits and disadvantages of using renewable resources.		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	<b>What non-renewable</b> Differentiates between renewable and non-renewable resources and outline the benefits and disadvantages of using renewable resources.	<b>Electricity and</b> Recognize the need to recycle waste materials and reduce energy consumption.	<b>How can we conserve resources?</b> To appreciate the need to protect and conserve resources and describe several ways they can conserve resources in their daily lives.		<b>Why is soil an important</b> Explain why soil is a vital and vulnerable renewable resource, outline the causes of soil erosion and discuss measures to prevent it.	<b>Why is it important to protect our forests?</b> To consider the moral, social and economic implications of our actions on the environment and explain the importance sustainable development.		<b>Revision</b>
YEAR 7	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	<b>International Development</b>							
	<b>Too many people</b>		<b>Jobs and Development</b>		<b>Trade and Development</b>		<b>Is development spread evenly?</b>	
	To explain the causes of difference in development and the effects of population growth on deveolpment.		To explain the effect of employment structure with regards to the development of the country.		To explain the effects of trade on with regards to the development of the country.		To understand that development occurs at different rates and times in different countries and explain the reasons for the unequal development around the world.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	<b>International Development</b>		<b>China - the emerging nation</b>					
	<b>How can rich help the poor?</b>		<b>What are China's main physical features?</b>	<b>What are China's Main population features?</b>		<b>A journey through China</b>		<b>Revision</b>
	To understand the actions taken by individuals, governments and communities to aid development in the poorer areas of the world.		To locate the different physical features of China and its relation to climate.	To outline some of the population characteristics of China and understand ways of life that is very different from our own.		To learn about the history, major tourist attractions and culture of China.		
<b>YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS</b>								
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>Ecosystems</b>							
	<b>Factors affecting climate</b>		<b>Britain's Climate</b>	<b>What are ecosystems?</b>	<b>Equatorial Climate</b>		<b>Tropical rainforests</b>	
	Learn about the factors affecting climate.		Students should learn about the features of a'British' climate and how it differs in other parts of the	They learn about the links in a simple ecosystem.	They learn how height affects different places with the same latitude and they acquire mapping skills too.		Students learn how vegetation has adapted to the equatorial climate?	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	<b>Ecosystems</b>			<b>Volcanoes and earthquakes</b>				
	<b>Mediterranean Climate</b>		<b>Mediterranean vegetation</b>		<b>Hot desert climate</b>		<b>What are volcanoes</b>	<b>What are volcanoes and Earthquakes?</b>
	Students learn the features of a Mediterranean climate and can locate those places on a map.		To understand the adaptation of Mediterranean vegetation to the climate and outline the different human activities that can change this eco system.		Students learn the features of a hot desert climate and can locate those places on a map.		Define volcanoes .;The Pacific ring of fire; plates and zones of activity.	Students learn about the distribution of volcanoes & earthquakes and understand how movements in the earth's crust can cause them.
YEAR 8	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	<b>Volcanoes and earthquakes</b>							
	<b>How do they happen?</b>		<b>What are volcanoes?</b>		<b>What happens when a volcano erupts?</b>		<b>What happens in an earthquake?</b>	
	Students understand the causes and effects of		Students learn the cross section of a volcano and recognise the difference between its various		Students learn about how these natural hazards may bring danger to people and cause severe		Students become aware of the problems that a disaster causes	

	various plate movements and their pattern.	and recognise the difference between its various types.	may bring danger to people and cause severe damage to property and the surroundings.	Students become aware of the problems that a disaster causes.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	<i>Volcanoes and earthquakes</i>							
	<b>What happened in the Indian Ocean</b>		<b>How can the earthquake danger be reduced?</b>		<b>Two earthquakes compared.</b>		<b>Revision for the final exams</b>	
	Students learn about the different ways in which countries respond to these natural hazards.		Students learn how to prepare and cope with natural hazards.		Students understand what can be done to reduce the worst effects			