



Geography Long Term Plan



Y1/2/3

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A		Who lives in Antarctica?		Why do people live near to volcanoes?		
B		Would you prefer to live in a hot place or a cold place?		What is the weather in the UK like?		
C		What is it like to live in Shanghai?		What is it like to live by the coast?		

Y4/5/6

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A		What is life like in the Alps?		Why do oceans matter?		
B		What are rivers and how are they used?		Would you like to live in the desert?		
C		Where does our food come from?		Why are rainforests important to us?		

EYFS

Children in EYFS will be learning to:

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live

National Curriculum Subject Content

Key Stage 1	Key Stage 2
Pupils should be taught to: Locational Knowledge - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country Human and Physical Geography - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to: ➤ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ➤ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical Skills and Fieldwork - Use maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map - Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment	Pupils should be taught to: Locational Knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key topological features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within North or South America Human and Physical Geography - Describe and understand key aspects of: ➤ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquake and the water cycle ➤ Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical Skills and Fieldwork - Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and wider world - Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies

Aspiration - Resilience - Community