

Geography Long Term Plan

Understanding the World:

Children at the expected level of development will be able to:

EYFS	Explore the natural world around them	<ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their locality and the world around them. • Share information about the local environment , giving children time to ask questions or make comments. • Discuss the weather and explore how it changes throughout the year (seasons) • Encourage children to explore their local grounds and local area • Use all their senses in hands-on exploration of natural materials. • Children to be taught to respect and care for the natural environment and all living things.
	Recognise some environments that are different to the one in which they live	<ul style="list-style-type: none"> • Look at images from around the world and compare similarities and differences • Explore texts that contain a variety of different environments • During classroom discussions talk about any different environments/ places that children may have visited that are different to where we live
	Recognise some similarities and differences between life in this country and life in other countries	<ul style="list-style-type: none"> • Introduce children to maps, globes and atlases so they are aware that there are different countries in the world. • Look at photographs/ videos of different places from around the world and discuss similarities and differences- talk about what they notice. • Explore texts that contain a variety of different environments and talk about what they notice
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<ul style="list-style-type: none"> • Identify and describe features in the local environment, e.g. house, farm, church. • Use photos and pictures to locate places in the local environment. • Talk about the local environment and describe a familiar route by looking at pictures and photographs • Visit the local area to explore surrounding human and physical features • Discuss routes and locations, using words like 'in front of' and 'behind'. • Opportunities, stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Draw and create their own maps using real objects, and/or pictures and symbols.

Geography – Long Term Plan

		Autumn	Spring	Summer
Year 1	Topic	Local Area Study	The UK	Weather
	Disciplinary focus	Interaction	Interaction	Interaction
	National Curriculum	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Year 2	Topic	Location comparison of a contrasting non- European county	Coasts
	Disciplinary focus	Interaction and Diversity	Interaction
	National Curriculum	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	Rivers	Mountains	Settlements	Agriculture	Volcanoes	Climate and biomes
	Disciplinary focus	Interaction	Interaction	Diversity	Interaction	Interaction	Interaction
	Key Question	<i>How do rivers, people and land affect each other?</i>	<i>How do mountains and people affect each other?</i>	<i>How are settlements similar and different?</i>	<i>How are we connected to farmers?</i>	<i>How do volcanoes affect a place?</i>	<i>How does the climate affect a place and the way that people live?</i>
Year 4	Topic	The Rhine and the Mediterranean	Population	Coastal processes and landforms	Tourism	Earthquakes	Deserts
	Disciplinary focus	Diversity	Diversity	Interaction	Interaction	Interaction	Diversity
	Key Question	<i>How are different parts of the Rhine and the Mediterranean used by people?</i>	<i>How and why does population distribution vary across Great Britain?</i>	<i>How does the location of west Wales affect its coast?</i>	<i>How do tourists interact with a place?</i>	<i>How do earthquakes affect people and environments?</i>	<i>Why are deserts located where they are?</i>

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic	Why is California so thirsty?	Oceans	Migration	North and South America	The Amazon	Interconnected Amazon
	Disciplinary focus	Change	Change	Change	Diversity	Interaction and change	Interaction and change
	Key Question	How have the actions of people affected the drought in California?	How can oceans affect human behaviour and settlements?	Why do people migrate?	What are the pros and cons of living in a megacity?	In what ways does the geography of South America affect life in the Amazon?	How does agriculture in the Amazon interact with other parts of the world?
Year 6 (post 23/24)	Topic	Energy and climate change	Ethiopia	Changing Birmingham	Jamaica	Local Area Study (TBC)	
	Disciplinary focus	Interaction	Interaction	Change	Change	How geographers investigate a place	
	Key Question	How do local actions in the UK affect global climate?	How do global changes affect local places in Ethiopia?	How much did Birmingham change between 1750 and the present day?	What is a preferable future for Jamaica's tourist industry?	TBC	TBC
Year 6 (curr.)	Topic	Why is California so thirsty?		Oceans		Migration	
	Disciplinary focus	Change		Change		Change	
	Key Question	How have the actions of people affected the drought in California?		How can oceans affect human behaviour and settlements?		Why do people migrate?	