Geography: Long Term Plan

Locational Knowledge (LK), Place knowledge (PK), Geographical skills and field work (GSF), Human and Physical Geography (HP)

Year group	*Autumn*	*Spring*	*Summer*
Little Explorers	**Development Matters 0-3 year olds** **UW** - Explore and respond to different natural phenomena in their setting and on trips - Make connections between the features of their family and other families - Notice differences between people **CLL** - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') **EAD** - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials **Development Matters 3-4 year olds** **UW** - Use all their senses in hands-on exploration of natural materials - Talk about what they see, using a wide vocabulary - Show interest in different occupations - Begin to understand the need to respect and care for the natural environment and all living things - Know that there are different countries in the World and talk about the differences they have experiences or seen in photographs - Understand 'why' questions **PSED** - Develop their sense of responsibility and membership of a community **Mathematics** - Discuss routes and locations using words like 'in front of' and 'behind'		

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<tr><td>EYFS</td><td colspan="3">ELG: People, Culture and Communities Children at the expected level of development will: -
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
(Forest School Weekly Sessions, Mapping Activities – tour of the school, using plans of classroom/ school grounds - links to Bear Hunt, The Gingerbread Man, Snail Trail,
• 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
• 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.
(Reading and Learning about different places through stories and non-fiction texts e.g. Mirror Jeannie Baker Lost and Found, Magic paintbrush and many more!)
ELG: The Natural World Children at the expected level of development will:
• Explore the natural world around them, making observations and drawing pictures of animals and plants
Weekly Forest school sessions –activities e.g. making natural pictures/drawings/sculptures/ musical instruments Science – using senses/ making observations e.g bug hunts, pond dipping, life cycles - duck eggs and butterflies
• 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
(Reading and Learning about different places through stories and non-fiction texts e.g hot and cold places, weathers and seasons, different settings eg rainforest, deserts, arctic, seaside, city, countryside etc)
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
(Seasons/Autumn What is the weather like? Using senses to describe conditions at Forest school (Books eg Wide Awake Hedgehog, Leafman, don't wake the bear – link to other countries

UW Little Explorers Development matters

Eco: Read books including: Dear Earth, Somebody crunched Colin, Michael Recycle, George Saves the world by lunchtime etc Caring for the World. Recycling, reusing, reducing</td></tr>
<tr><td>KS1 Cycle A</td><td>Our Local Area – Our School

LK To develop knowledge of the location of significant places in the context of children's own locality.
LK To understand where I live in the local area.
LK To know where Fairford is
GSF PK To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality.</td><td>Non-European Country Comparison

PK Understand geographical similarities and differences through the study of human and physical geography of a non – European Country (Possibly Jamaica or another non-European Island and compare to where we live and maybe look at GB being an island, and other islands eg Could also look at Islands in Scotland eg Katie Morag)</td><td>Beside the Seaside

LK Name and locate the world's five oceans. Identify the countries and surrounding seas of the United Kingdom.
PK and LK Understand geographical similarities and differences through studying the human and physical geography of where we live compared to other areas of the UK by the sea

(Weston Super Mare)</td></tr>
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	GSF PK To understand what our classroom looks like. GSF To look at aerial photographs. GSF LK To understand sense of place in relation to home and school in the context of children's own locality/school. GSF LK To locate our school in our local area. Possible enquiries: Where in the world is my school? What is the geography of my locality like? Where do I live? How do we get to school from our homes? – routes to school What is my classroom like? Where is my classroom and other places in my school? What are the different parts of the school used for? Compare to how schools were like in the past for parents/Grandparents	LK Name and locate the world's five oceans. Identify the countries and surrounding seas of the United Kingdom. HP Use Geographical vocab to refer to key H and P features GSF Use maps, atlases and globes to identify Fairford, The United Kingdom and 'Jamaica' as well as relevant countries, continents and oceans. GSF Use simple compass directions (NSEW) to describe locations of features and routes on a map. Possible enquiries: What is an island? What is it like to live on an island? How is the geography of 'Jamaica' similar/different to where I live?	HP Use Geographical vocab to refer to key H and P features – including beach, cliff, coast, sea, ocean GSF Use maps, atlases and globes to identify coastal areas GSF Use simple compass directions (NSEW) to describe locations of features and routes on a map. Possible enquiries: Why do we love being by the sea so much? What is it like by the sea and how is it different to where we live? How do we get to the seaside now/in the past? Why the changes? Holidays in the past and now, holidays in our country and overseas
Eco Topic	Car pollution - How do we get to school? How can we encourage people to walk/ cycle and use less cars/fuel	Fair/ ethical trade Bananas or Cocoa beans	Plastic Pollution – how can we look after marine wildlife? Books eg Someone Swallowed Stanley, making marine wildlife out of waste plastics
Fieldwork/ Skills focus	Ongoing: Daily weather chart, data collection – precipitation, cloud cover, temperature Termly: seasonal observations		
	School and local maps/ plans Routes to school Traffic surveys outside school Aerial photos and plans of school/ classrooms To name the 4 points of a simple compass To recognise a range of map symbols and understand their use. To begin to recognise map symbols	Look at maps, atlases and globes to identify 'Jamaica' and where it compares to the United Kingdom. Use aerial photos and plans to compare basic h and p features Identify continents and oceans of the world.	Use maps, atlases and globes to identify the UK – land and seas as well as other continents and oceans around the world Use aerial photos and plan perspectives to recognise landmarks and basic h and p features *Possible trip to the seaside – Weston Super Mare Visit Sea life centre and look for human/physical features at the seaside as a comparison location*

KS1 Cycle B	**Our Local Area – Fairford** LK To develop knowledge of the location of significant places in the context of children's own locality. LK To know where Fairford is within our county and country LK To understand where I live and where key features are within the local area. GSF LK To locate our home/ school and other main features within our local area. GSF PK To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality. Noticing and recording human and physical features GSF To look at aerial photographs. Possible Enquiries: What do we know about where we live and what is it like? Where is our school? Where is our town? Where is it in the UK? What are the human and physical features of the surrounding environment? How could we improve our local area? What features would you like to see?	**Our Country and the United Kingdom** PK and HP To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. To understand the differences between a 'town' and the 'countryside'. Differences between village, town and cities. Lk To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas To name the countries of the UK. To locate the UK using a map To identify key features of the countries of the UK To name capital cities of the UK. To explain what London is like using key words To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - to compare two capital cities	**Wonderful Weather** HP To identify daily weather patterns in the context of the weather of the UK. HP To understand what the weather is like in our country. HP To look at the weather where we live To understand seasonal weather patterns in the context of the weather of The UK. HP To understand the different seasons in a year. To describe how the weather can be forecast To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. HP To understand the dangers of weather. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. PK To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. GSF To use map skills to locate hot and cold places. Possible enquiries: What is the weather like where I live? How does the weather where I live compare to other parts of the UK? Where are the hot and cold places of the World? Why are they hot and cold? How does the weather and climate affect our lives?
Eco Topic	How can we improve biodiversity where we live? How can we make the area where we live more desirable for wildlife		Climate change – what would happen if there was a change in temperature? How would the weather and environment change where I live and around the world?
	Ongoing: Daily weather chart, data collection – precipitation, cloud cover, temperature,		

Fieldwork focus	Look at aerial photos and plan perspectives to look for local physical and human features in our area, use compass directions (N,S,E and W) to describe the location of features on routes and maps, construct basic key, *Could go for a walk around Fairford collecting data, following and identifying places on maps, looking for human and physical features – what do they like/not like? What would they like to add to area/ change in the area*	Look at maps, atlases and globes to identify the United Kingdom and its countries as well as surrounding seas. Use aerial photos and maps to compare different areas and identifying key features. Use compass directions	Use world maps and atlases and globes to identify UK and its countries as well as the countries and continents studied when discussing hot and cold locations
Year 3	**Human and physical characteristics of the UK** How and why does human and physical geography vary across the UK? To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of maps of the UK. To name and locate the main rivers and seas, counties and areas of high ground of the UK. To 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) **Possible enquiry questions:** What are the countries and capital cities of the United Kingdom? What are the key topographical features inc hills, mountains, coasts and rivers?	**Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country** Suggestion: Bear Island Norway LK Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country PK To name and locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities **Possible enquiry questions:** What would it be like to live on Bear Island? How does life on Bear Island compare to life where we live? What are the human and physical features of Bear Island?	**Coasts** LK – To name and locate geographical regions and their identifying human and physical characteristics, key topographical features of coasts PK – To understand geographical similarities and differences through the study of human and physical geography of a region on the united kingdom. HP- identify human and physical features of a coastal environment **Possible enquiry questions:** What is the coast? Where are the coastal towns of the UK? How and why have coastlines changed over time? What would it be like to live at the coast? How do coastal areas compare to where we live? How have coastal animals adapted to suit their habitat?

	How and why does human and physical Geography vary across UK?		
Eco Topic		Global warming – ice melting – Polar Bears	Coastal erosion - the effects of global warming on changing coastlines.
Fieldwork focus	To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of describing the position of UK cities - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK hills and mountains		Visit a coastal area? Sketches/ map work – keys and plans
Year 4	**Italy** PK Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country LK Locate the World's countries, using maps to focus on Europe, concentrating on the environmental regions, key physical and human characteristics, countries and major cities **Possible enquiry questions:** Where is Italy in comparison to UK? What are similarities/ differences? What continent are they in? Which European climate would be best for a holiday? Why is Rome a popular holiday destination? Is our local area or that of a destination in Italy better as a tourist destination? Why are the majority of Italy's large cities in the north/ built along the River Po (Romans called it River Podas)	**Rainforests** PK Understand geographical similarities and differences through the study of human and physical geography of a region in a region of South America LK Locate the World's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities LK identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn HP Describe and understand aspects of pg, including : climate zones, biomes and vegetation belts, rivers **Possible enquiry questions:** Where are rainforests found? Why are they found there? Where is the Amazon Rainforest and who lives there? What is life like in an Amazon Tribe? What is a tropical rainforest biome and how is it different to our local woodlands?	**Rivers and the Water cycle** HP Describe and Understand key aspects of rivers and the water cycle GSF Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Possible enquiry questions:** What is a river? How does a river travel? Where does our water come from? Why is there a river here?

		What is the environmental impact of deforestation? How can we protect the rainforests from so far away?	
Eco Topic		Environmental impact of deforestation	Water conservation
Fieldwork focus	To use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Temperate climate in the UK Weather investigation	*Living Rainforest visit – use KS2 GSF to measure and record* *Woodland trust activities – Watkins wood*	River study/ investigation on the River Coln Collecting data, Sketch maps, plans and graphs Mapping skills
Year 5	**Settlements** **How and why do settlements and land use change over time. Identify types of settlement and land use** LK Name and locate counties and cities of the UK identifying human and physical characteristics and land use patterns and understand how some of these aspects have changed over time How has the local area changed? Impact of the air base on the development of the town PK understand geographical similarities and differences through a study of human and physical geography of a region of the UK (Cardiff) HP types of settlement, land use, economic activity including trade links and distribution of natural resources Possible enquiry questions: What did early settlers need? Why did they choose this location?	**El Salvador - Trade links and Natural resources** **Comparison UK with location in Central America** LK Locate the world's countries using maps to focus on north and south America, concentrating on their environmental regions, key physical and human characteristics and major cities HP- human geography including economic activity including trade links and the distribution of natural resources including energy, food and water Possible enquiry questions: What is trade and why do we trade with other countries? What is the difference between imports and exports? Where is El Salvador? What is it like there/ how does it compare to where we live? What does El Salvador trade with UK? How has trading changed over time? What is fair/ ethical trading? How are goods fairly traded?	**Vegetation belts and climate zones within Europe (European countries)** **Biomes** **(North America comparison with UK and Europe)** LK 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) PK Understand geographical similarities and differences through the study of human and physical geography of a region in Europe and a region within North or South America HP describe and understand the key aspects of pg including: climate zones, biomes and vegetation belts Possible enquiry questions: What is a vegetation belt? What are climate zones? How does the climate affect vegetation? What is a biome? What are the different types of biomes and where are they located in the world? Why?

	Where would you choose to settle and why? How is land used in settlements? How are settlements linked? Where would be an ideal settlement?		
Eco Topic	Greenfield and Brownfield site developments (if possible find local example to debate) Consider impact of climate change on land use/ resources	Fair trade	Impact of climate change on climate zones, biomes and biodiversity in these areas
Fieldwork focus	Use maps to identify settlements built by invaders Use maps to identify links between settlements Data handling, KS2 GSF – mapping, grid references, 8 point compass directions Local study and comparison with Cardiff?	Locate the world's countries on maps – El Salvador/UK Use maps to show trade links with other countries	
Year 6	**Map Skills** GSF 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 United Kingdom and the wider world Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares. The 'Eastings' and 'Northings' are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing (along the corridor and up the stairs). You also need an the two letter code (e.g. SK 2607) Six-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square identified through the four-figure grid reference. Possible enquiry questions	**Mountains, Earthquakes and Volcanoes** **Describe and understand key aspects within the context of North America and UK** LK locate the World's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics PK understand geographical similarities and differences through the study of human and physical geography of a region of North America and UK (Scotland) HP describe and understand key aspects of pg including: mountains, volcanoes and earthquakes Possible enquiry questions: What geographical processes result in the formation of mountains, volcanoes and earthquakes? Where can these areas be found around the world and why? What impact do these features have on humans? .	

	How can we locate places on Ordnance Survey maps? What is a six-figure grid reference? How can we read them? How is distance represented on a map? How can we use maps (at varying scales) effectively?		
Eco Topic	**Compare maps of past and present (of local area) to consider how land use has changed. What impact has this had on the local environment? Consider a range of aspects e.g. waste, biodiversity, litter, energy, etc.**	**Geothermal energy and other alternative energy sources eg solar and wind power**	
Fieldwork focus	Royal Geographical society mapping activities (https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/) Treasure hunts/ orienteering and geocaching in local area		