

Geography Long Term Plan (Class 1)

EYFS	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Our School & Local Area	Our Homes & Contrasting Country: Kenya	We are Britain	Four Nations	Daily Weather News & Cold, Cold, Cold	Climate Detectives & Hot, Hot, Hot
<p style="text-align: center;">Understanding the World:</p> <p>Draw information from a simple map.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p style="text-align: center;">Understanding the World:</p> <p>Draw information from a simple map.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p>	<p style="text-align: center;">Understanding the World:</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p style="text-align: center;">Understanding the World:</p> <p>Draw information from a simple map.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p>	<p style="text-align: center;">Understanding the World:</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p style="text-align: center;">Understanding the World:</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	

Geography Long Term Plan (Year 1/2)

KS1 Cycle A		
Autumn	Spring	Summer
Local Studies	Local Studies & Contrasting Country	Britain
<p>Our School & Local Area Pupils will learn to:</p> <ul style="list-style-type: none"> • use simple fieldwork (traffic survey, travel-to-school survey) and observation to study school grounds & key human/physical features of surrounding environment; • use world maps, atlases and globes to identify UK and its countries & the countries, continents and oceans studied at this key stage; • read simple co-ordinates to locate position on map; • devise a simple map & use and construct basic symbols in a key; • use Google Earth to identify recreational green space and nearest shops etc. • create a local trail; • identify weather patterns (UK); • use compass directions (N, S, E & W) and locational and directional language to describe location of features and routes on a map; • use aerial photographs to recognize landmarks and basic human and physical features; • use geographical vocabulary to refer to key physical features; • begin to understand similarities and differences through studying the human and physical geography of Lockington & contrasting non-European area. <p>Enrichment: village fieldwork Hamilton Trust: Local Studies – Our School and Local Area, ref. to Blocks A, B, C, F. Key Vocabulary: north, south, east, west, near, far, left, right, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features including: city, town, village, factory, farm, house, office, port, harbour & weather, human features, physical features.</p>	<p>Our Homes & Contrasting Country: Kenya Pupils will learn to:</p> <ul style="list-style-type: none"> • understand simple directions, locational and directional language to describe location of features & routes on a map; • use simple fieldwork and observational skills to study the geography of their school & its grounds and key human & physical features of surrounding environment; • build up a map of locality and locate their own home on it; • learn their address, including postcode; • investigate specific geographical features of locality; • draw routes from home to significant places; • use simple points on a compass; • investigate building materials used locally; suggest reasons why these are chosen; • compare human and physical geography of a small area of the UK and a small area in a contrasting non-European country; • use world maps, atlases and globes to identify the countries, continents and oceans; • research Kenya and its geography, cities & countryside using e.g. brochures, websites and information books; • present their findings to their class; • investigate & identify human/physical geography of Kenya; • participate in 'The City and Countryside Debate'; • compare rural and city locations in Kenya; • begin to learn about different Kenyan landscapes; • discuss aspects of life in Kenya and vote for their preferred lifestyle; • appreciate similarities and differences between life in Kenya and in the UK; • explore a range of Kenyan landscapes and contribute images to the class brochure: Kenya. <p>Enrichment: village fieldwork Hamilton Trust: Our School and Local Area, ref to Block G. Key Vocabulary: – flint, stone, brick, wood, city, mountain, river, Kenya, Nairobi, landscape, lifestyle, north, south, east, west, near, far, continent, Europe, Africa etc.</p>	<p>We are Britain: Seasides; Rivers & Canals; Mountains and Major Hills. Pupils will learn to:</p> <ul style="list-style-type: none"> • know about seaside towns in four countries of UK; • know about characteristics of coastal environments; • name, locate and identify characteristics of the four countries, capital cities & seas of the United Kingdom; • use world maps, atlases and globes to identify the United Kingdom and its countries; • use aerial photographs and maps to recognise landmarks and basic human and physical features; • use basic geographical vocabulary to refer to key human & physical features; • use maps to find British capital cities; • locate seaside on a map; identify the countries they are in; present findings. • use basic geographical vocabulary to refer to key physical features, including rivers; • understand and describe key aspects of physical geography including: rivers, mountains and water cycle. • identify basic human and physical features from aerial photos; • devise own map and basic symbols using a key; • compare with OS map and symbols, inc. contour lines; • find out the highest peak of UK nations. • learn about hill walking and mountain climbing, sensible attire and equipment. <p>Enrichment: workshop/seaside visit Hamilton Trust: We are Britain, ref to Block C, D & E Key Vocabulary: seaside, rock pool, mountain, summit, river, canal, industry, England, Wales, Scotland, Northern Ireland, human features & physical features.</p>

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 & fieldwork : world maps, atlases, globes to identify UK, its countries & the countries, continents and oceans studied at KS1; compass directions (N, S, E, W); locational and directional language [e.g. near and far; left and right]; use aerial photographs and plans to recognise landmarks and basic human and physical features; devise simple map; use and construct basic symbols in a key; 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.

KS1 Cycle B		
Autumn	Spring	Summer
We are Britain	Weather Experts	Weather Experts
<p>Four Nations Pupils will learn to:</p> <ul style="list-style-type: none"> • name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas; • use basic geographical vocabulary to refer to key physical and key human features; • use world maps, atlases and globes to identify the UK and its countries; • 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>Enrichment: visit/visitors, class collage of four nations.</p> <p>Refer to Hamilton Trust: We are Britain: Four Nations, Block B.</p> <p>Key vocabulary: England, Northern Ireland, Scotland, Wales, United Kingdom, London, Belfast, Edinburgh, Cardiff, Big Ben, Edinburgh Castle, town, city, countryside, village, moor, peak, lake, ocean, sea, island, mountain, loch, firth.</p>	<p>Daily Weather News & Cold, Cold, Cold Pupils will learn to:</p> <ul style="list-style-type: none"> • use compass directions and locational and directional language to describe routes using maps; • use globes and atlases to name and locate the world's seven continents & the North and South Pole; • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • identify and locate the polar regions, talk about how humans are able to live there, understand what the climate is like and what wildlife lives there; • locate the UK and Antarctica on a world map and find the best route between the two; • collect and present facts about Antarctica; • know some differences and similarities between the Arctic and Antarctic; • begin to understand what climate change is; • understand that climate change is affecting the polar regions and other parts of our world; • find ways of making changes to help limit climate change, including in our everyday lives. • create a weather forecast for the UK using a map showing the main countries and capital cities and using weather symbols. <p>Enrichment: visits/visitors</p> <p>Refer to Hamilton Trust: Weather Experts, Block D & E.</p> <p>Key Vocabulary: Antarctica, North Pole, South Pole, Equator, Arctic, climate.</p>	<p>Climate Detectives & Hot, Hot, Hot Pupils will learn to:</p> <ul style="list-style-type: none"> • investigate a range of UK weather; • identify types of weather and weather patterns; • understand hot climates of the world and in particular the climate of South Africa; • find and locate UK within the continent of Europe and Zimbabwe and South Africa within the continent of Africa on a globe and/or map; • locate the equator and understand that if countries are close to the equator they are likely to have hot climates; • use world maps to identify countries and continents and understand the difference between continents and countries; • name and locate seven of the world's seven continents; • know the meaning of 'country', 'continent', 'climate' and 'equator'. <p>Refer to Hamilton Trust: Weather Experts, Block A, Block F</p> <p>Key Vocabulary: temperate, equatorial, arid, polar, Mediterranean, Africa, Europe, climate, Equator.</p>
<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, climate, season and weather, windy, snowy, hot, cold, frost.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills & fieldwork: world maps, atlases, globes to identify the UK, its countries & the countries, continents and oceans; compass directions (N, S, E & W); locational and directional language [e.g. near and far; left and right]; aerial photographs and plans to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical feature.</p>		

Geography Long Term Plan (Class 2)

Geography Cycle A (2025-26)		
Autumn	Spring	Summer
Mountains, Rivers and Coasts	Building skills	A South American Region
The Journey of a River	Mini-topic	Human and Physical Geographical Comparisons (Mesoamerican)
<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • the formation and features of a river; • the journey from source to sea; • use of maps, atlases and digital mapping to follow the journey of a river, recording places it passes through; • the role of the water cycle; • estuaries, deltas, mudflats and salt marshes; • major world rivers and the continents through which they flow; locating the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, • key physical and human characteristics, countries, and major cities in the context of rivers of the world. • how place names can be derived from river crossings; • how the availability of water determines the type of land and distribution of population (link to River Nile). <p>Enrichment: visit to river or stream</p> <p>Ref to Hamilton Trust: Mountains, Rivers & Coasts Block A & B</p> <p>Key Vocabulary: bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplane, fresh water, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed.</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • keys, compasses and grid references; • contours and mapping land use; • digital analysis and presentation. <p>Enrichment: link to history study</p> <p>Ref to Hamilton Trust: Building Skills in Geography Block A for LKS2 & UKS2</p> <p>Key Vocabulary: aerial photo, bearing, birds-eye view, contour, contour interval, cross section, direction, distance, four-figure grid reference, grid square, height, key, landform, latitude, longitude, map, Ordnance Survey, plan, relief, scale, six-figure grid reference, sketch map, spot height</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • Amazon Basin, economics and trade; • rainforest climate, topography, major rivers and cities; position in relation to the tropics of Cancer and Capricorn; • rainforest layers, food, plants & animals (including medicinal use of rainforest plants); • damage, deforestation and climate change. <p>Enrichment: link to history unit</p> <p>Ref to Hamilton Trust: Rainforests Block A & B, Comparing People and Places: The Amazon Basin</p> <p>Key Vocabulary: rainforest, rainfall, tropical, temperate, Monsoon, trough, climate, species, plants, insects, microorganisms, undiscovered, natural medicines, oxygen, carbon dioxide, photosynthesis, undergrowth, sunlight, leaf canopy, vines, shrubs, trees, jungle, fungi, forest floor, understory layer, canopy layer, emergent layer, decay, soil, timber, logging, deforestation, plantations, ecosystems.</p>
<p>Progression of 'Location Knowledge' and 'Geographical Skills and Fieldwork' ongoing (ref to Geography Progression Map & National Curriculum).</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>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.</p>		

Geography Cycle B (2022-23)		
Autumn	Spring	Summer
European Region	Natural and Man-made Disasters	Settlements and Trade
Human and physical geographical comparisons (Greece)	Biomes, Volcanoes and Earthquakes	
<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • facts about the Greek Islands, including where they are located; • aerial maps and use Google Maps to become familiar with the heights of the islands; • features of the islands, including recognising mountains and volcanoes. • describe and understand types of settlement and land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Make comparisons between UK & Greece physical & human geography.</p> <p>Enrichment: link to history study</p> <p>Ref to Twinkl:</p> <p>Key Vocabulary:</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> • biomes: biomes of the world; features of biomes, including vegetation, wildlife, climate and indigenous populations; • earthquakes: key aspects, location, features, tectonic plates, seismic waves; their impact; • volcanoes: key aspects; layers of the Earth; why they are formed and why they erupt; their impact. <p>Enrichment:</p> <p>Ref to Hamilton Trust: Earth Matters Block D & E</p> <p>Key Vocabulary: volcano, earthquake, rock, igneous, minerals, geology, eruption, emission, mantel, magma, magma chamber, lava, explosion, ash, tectonic plates, fault lines, climate zone, biome, forest, rainforest, tundra , biodiversity habitat</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • to use fieldwork to help to explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map. • how towns and cities of the UK first developed; how some place names link to their Anglo Saxon, Roman and Viking past; how settlements are linked together. <p>Key Vocabulary: land use, settlement, tourism, economy, farming, agriculture, mining, mountain, hill, food, trade, fair trade, eco-tourism, commercial farming, producer, consumer, mechanisation, resources, deforestation, unsustainable</p>
<p>Progression of 'Location Knowledge' and 'Geographical Skills and Fieldwork' ongoing (ref to Geography Progression Map & National Curriculum).</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>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.</p>		

Geography Cycle C (2023-24)		
Autumn	Spring	Summer
<p>Energy and the Environment</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> the needs of a settlement, and the needs of the planet as a whole; <ul style="list-style-type: none"> where resource such as power and food come from; ways in which natural resources can be conserved; the idea of a carbon footprint; how their actions impact on others around the world; the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone; sustainable energy being developed in the Humber region. <p>Enrichment: Ref to Twinkl: Somewhere to Settle, Land Use Key Vocabulary: energy, pollution, fossil fuels, clean energy, sustainable, hydro-electric power (HEP), power plant, construction</p>	<p>Mountains and Coasts</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> seven summits, how mountains are formed, mountain climates, mountain ranges (Andes and Alps); the Kumaon region of Indian Himalayas, comparing this region to their own; the water cycle; from source to sea; flood plains and flooding; coastal features; coastal erosion; the Lake District; to use fieldwork to observe how different parts of the coastline form; <p>Enrichment: Top Hill Low Ref to Hamilton Trust: Economic Activity & Conservation Block B & F Key Vocabulary: weathering; headlands, stacks, arches, bays, beaches, dunes etc.</p>	<p>Trade and Economics</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> how goods and services are traded around the world; UK trading links today and in the past; goods imported and exported and methods of transport used; benefits and risks of trading internationally; Fair Trade and its importance in the global market. <p>Enrichment: Ref to Twinkl: Trade & Economics, Sailing the Seas (World Waters) Key Vocabulary: trade, import, export, goods, global</p>
<p>Progression of 'Location Knowledge' and 'Geographical Skills and Fieldwork' ongoing (ref to Geography Progression Map & National Curriculum). Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>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.</p>		

Cycle D (2024-25)		
Autumn	Spring	Summer
Local Area Study	Our Changing World	Travel & Leisure
<p>Pupils will learn:</p> <ul style="list-style-type: none"> to use fieldwork to observe, measure, record, and present physical features in the local area including sketch maps, keys & legends; describe land use in rural and urban areas, comparing Lockington to Beverley; in the context of agriculture, how land is used for farming. to look for patterns in land use, considering where different types of farming activities occur within the UK and why. <p>Enrichment:</p> <p>Ref to Hamilton Trust: UK Region Local Study</p> <p>Ref to Twinkl: Energy & the Environment</p> <p>Key Vocabulary: local, regional, rural, urban, drainage, hamlet, village, town, city, Lockington, Aike, Lund, Beverley, Driffield, church, school, farm, longitude, latitude, population</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ways in which the world is changing (coastal erosion, political changes etc.); the structure of the United Kingdom and how its shape and geography have changed over thousands of years; erosion, deposition, changes in coastline; famous UK coastal features; how erosion and deposition change the look of a coastline; how the East Yorkshire coastline is affected by coastal erosion, through fieldwork; how the UK's borders have changed over time; identify similarities in photographs of a landscape taken at different times; ways that weather can change the landscape; how physical changes have affected Earth since 1800; ways that human activity changes the landscape what might change again in their lifetimes. <p>Key Vocabulary: erosion, deposition, borders, landscape, weathering, coastline, population</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> physical and human geography of Modern Europe, including France and Italy, and USA; the varied countries that make up the continent of Europe; geographical similarities and differences of different countries and geographical areas. <p>Enrichment: seaside fieldwork</p> <p>Ref to Hamilton Trust: Modern Europe; Comparing People & Places Block B & E</p> <p>Key Vocabulary: climate, capital cities, countries (various), population, weather. temperate, Mediterranean, Atlantic etc.</p>
<p>Progression of 'Location Knowledge' and 'Geographical Skills and Fieldwork' ongoing (ref to Geography Progression Map & National Curriculum).</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and 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 knowledge of the United Kingdom and the wider world.