Long Term Plan Subject: Geography

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	ReccOurselves and Autumn TimeReception Understanding the World• 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.• Recognise some environments that are different to the one in which they live.ELG Understanding the World People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-	Y1 The UK Four countries Capital cities * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge * Pupils should develop knowledge about the world, the United Kingdom and their locality. *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe location.	Y2 Oceans and continents (cross-curricular links to English Non-fiction Africa) *Name and locate the world's seven continents and five oceans * Use world maps, atlases and globes to identify the continents and oceans studied at this key stage	Y3	Y4	Υ5	Y6

	• • •	ſ			
	appropriate) maps.				
	The Natural World				
	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.				
	 Understand some 				
	important processes				
	and changes in the				
	natural world around				
	them, including the				
	seasons				
Term 2	Fairy tales and		Locate the world's	How the world is	
Term Z	Festivals		countries using	divided up	
	Reception		maps, focusing on	Longitude and	
	Understanding the			latitude	
	World		Europe including		
	Draw information		Russia	Countries in North	
	from a simple map.		Compass Points	and South America	
	Recognise some		* To locate the	*Identify the position of	
	similarities and		world's countries,	the Equator, Northern	
	differences between		using maps to focus	Hemisphere, Southern	
	life in this country and		on Europe including	Hemisphere &	
	life in other countries.		Russia,, concentrating	Prime/Greenwich	
	Explore the natural		on their	Meridian.	
	world around them.		environmental	*Identify the position &	
	Recognise some		regions, key physical	significance of latitude	
	environments that are		and human	and longitude, The	
	different to the one in		characteristics,	Tropics of Cancer &	
	which they live.		countries, and major	Capricorn, Arctic &	
	which they live.		cities.	Antarctic Circle. Cover	
	ELG Understanding the		* To use maps, atlases	time zones (including	
	World People, Culture		and globes to locate	day & night).	
	and Communities		different countries	*Locate the world's	
	Describe their		and describe features	countries, using maps	
	• Describe their immediate		studied.	to focus on North and	
			* To use the eight	South America	
	environment using		points of a compass	*To use maps, atlases,	
	knowledge from		to describe the	globes and	
	observation,		location of features	digital/computer	
	discussion, stories,		and routes on a map	mapping to locate	
			ŕ		

	non-fiction texts and maps. • 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. The Natural World • 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. • Understand some important processes and changes in the natural world around them, including the seasons				countries and describe features studied.	
Term 3	Superheroes/People Who Help US/Winter Time Reception Understanding the World • 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.	Weather Seasonal changes Collecting weather data (linked to science – seasonal change, Maths -data collection) * 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	Plans, aerial images, maps of Cookham Map symbols Making maps *Use basic geographical vocabulary to refer to key physical and human features. *Location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and	United Kingdom *To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. *key topographical features (including mountains, and rivers) in the UK.	Similarity and difference study between UK region (Southeast) and a North or South American region. Atlas and map skills Fieldwork *To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including	United Kingdom – how it has changed over time *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

							· · · · ·
	 Recognise some 	Equator and the North	physical features;			sketch maps, plans and	understand how some
	environments that are	and South Poles.	devise a simple map;			graphs.	of these aspects have
	different to the one in	*To locate the seven	and use and construct			*Human geography	changed over time.
	which they live.	continents on maps	basic symbols in a key			including.	* To select and give
		and globes.	*Use simple fieldwork			types of settlement and	reasons for which
	ELG Understanding the	*To use simple	and observational skills			land use, economic	method they would
	World People, Culture	compass directions	to study the geography			activity including trade	help them in certain
	and Communities	(North, South, East and	of their school and its			links, and the	tasks to help build
	 Describe their 	West) to describe the	grounds and the key			distribution of natural	their knowledge of the
	immediate	location of features	human and physical			resources including	United Kingdom and
	environment using	* Use simple fieldwork	features of its			energy, food minerals	the wider world.
	knowledge from	and observational skills	surrounding			and water.	* To use maps, plans,
	observation,	to study the geography	environment.			*Physical geography	graphs and digital
	discussion, stories,	of their school and its				including: climate	technology to observe,
	non-fiction texts and	grounds and the key				zones, vegetation belts,	measure and record
	maps.	human and physical				mountain ranges,	the human and
	 Explain some 	features of its				rivers, earthquakes and	physical features
	similarities and	surrounding				volcanoes.	
	differences between	environment.				*To use maps, atlases,	
	life in this country and	* To use basic				globes and	
	life in other countries,	geographical				digital/computer	
	drawing on knowledge	vocabulary to refer to				mapping to locate	
	from stories, non-	the physical features				countries and describe	
	fiction texts and (when	relating to the seasons				features studied.	
	appropriate) maps.	and weather.					
	The Natural World						
	 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.						
	 Understand some 						
	important processes						
	and changes in the						
	natural world around						
	them, including the						
	seasons						
Тонис Л	Space/ Spring			Local Study	Similarity and		Similarity and
Term 4	Time/Transport			8 Compass Points	difference study		difference study
	mile/ mansport			o compass romits	anterence study		anterence study

life in othe • Explore world arou • Recogni environme different t which they ELG Under World Peo and Comm	Formation ple map. se some and s between country and r countries. the natural and them. se some ants that are to the one in r live. standing the ple, Culture punities	*To use map symbols and keys to locate information and sketch local area. * To use the eight points of a compass to describe the location of features and routes on a map. * To use fieldwork to observe, measure and record the human and physical features in the local environment.	between UK region (Southeast) and a region in Europe *To describe and understand key aspects of: - physical geography (build on previous years) * To describe and understand aspects of human geography including; : types of settlement and land use, economic activity including trade links. * To use maps, atlases and globes to locate and compare different countries	between UK region (Southeast) and a region in the world *To describe, understand and explain key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle *To describe, understand and explain key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of
 World Peo and Comm Describe immediate environme knowledge observation discussion non-fiction maps. Explain similarities difference life in this life in othe drawing on from storie fiction text appropriat 	ple, Culture nunities their ent using from n, stories, n texts and some and s between country and r countries, n knowledge es, non- is and (when e) maps.		locate and compare	including trade links,
The Natura • Know so similarities difference the natura around the contrasting environme on their ex	me and s between I world em and 3 sents, drawing			

 and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons 						
Minibeasts/ Dinosaurs/ Summer Time Reception Understanding the World • 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. • Recognise some environments that are different to the one in which they live. ELG Understanding the World People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries,	Local area study Plans, aerial images, maps Google maps – * Pupils should develop knowledge about the world, the United Kingdom and their locality. * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe location. Vocabulary of key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather To use basic geographical vocabulary to refer to key human features of the local environment including city, town, village, house, shop.	Similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country. *Pupils should develop knowledge about the world, the United Kingdom and their locality. *They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills.	In-depth look at the Southeast of UK *To begin to describe and understand key aspects of: - physical geography including; climate zones, biomes and vegetation belts. *To begin to describe and understand aspects of human geography including; economic activity including distribution of natural resources, settlement and land use.	Volcanoes Earthquakes *To describe and understand key aspects of: - physical geography including; Volcanoes, earthquakes.	To look at the world climate zones Habitats, *Describe & understand key physical aspects- world climate zones. *Describe & understand physical aspects- habitats, ecosystems, biomes & vegetation belts? *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *To use four and six- figure grid references to build their knowledge of the United Kingdom and the wider world.	

	drawing on knowledge from stories, non- fiction texts and (when appropriate) maps. The Natural World • 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. • Understand some important processes and changes in the natural world around them, including the seasons			
Term 6	Holidays/ Pirates Reception Understanding the World • 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. • Recognise some environments that are different to the one in which they live. ELG Understanding the World People, Culture and Communities			Rivers, mountains, and the water cycle Fieldwork – local area * To describe, understand and explain key aspects of: - physical geography, including: rivers, mountains, and the water cycle * To 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.

			 1
 Describe their 			
immediate			
environment using			
knowledge from			
observation,			
discussion, stories,			
non-fiction texts and			
maps.			
 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.			
The Natural World			
 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.			
 Understand some 			
important processes			
and changes in the			
natural world around			
them, including the			
seasons			