

Long Term Plan Subject: Geography

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	<p>Ourselves and Autumn Time</p> <p>Reception Understanding the World</p> <ul style="list-style-type: none"> • 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. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • 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 	<p>The UK Four countries Capital cities</p> <p>* 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.</p> <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 location.</p>	<p>Oceans and continents (cross-curricular links to English Non-fiction Africa)</p> <p>*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</p>				

	<p>appropriate) maps. The Natural World</p> <ul style="list-style-type: none"> • 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 						
<p>Term 2</p>	<p>Fairy tales and Festivals</p> <p>Reception Understanding the World</p> <ul style="list-style-type: none"> • 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. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, 				<p>Locate the world’s countries using maps, focusing on Europe including Russia</p> <p>Compass Points</p> <ul style="list-style-type: none"> * To locate the world’s countries, using maps to focus on Europe including Russia,, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. * To use maps, atlases and globes to locate different countries and describe features studied. * To use the eight points of a compass to describe the location of features and routes on a map 	<p>How the world is divided up Longitude and latitude</p> <p>Countries in North and South America</p> <ul style="list-style-type: none"> *Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere & Prime/Greenwich Meridian. *Identify the position & significance of latitude and longitude, The Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. Cover time zones (including day & night). *Locate the world’s countries, using maps to focus on North and South America *To use maps, atlases, globes and digital/computer mapping to locate 	

	<p>non-fiction texts and maps.</p> <ul style="list-style-type: none"> • 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>The Natural World</p> <ul style="list-style-type: none"> • 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 					<p>countries and describe features studied.</p>	
<p>Term 3</p>	<p>Superheroes/People Who Help US/Winter Time</p> <p>Reception Understanding the World</p> <ul style="list-style-type: none"> • 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. 	<p>Weather Seasonal changes Collecting weather data</p> <p>(linked to science – seasonal change, Maths -data collection)</p> <p>* 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</p>	<p>Plans, aerial images, maps of Cookham Map symbols Making maps</p> <p>*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</p>	<p>United Kingdom</p> <p>*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.</p>		<p>Similarity and difference study between UK region (Southeast) and a North or South American region.</p> <p>Atlas and map skills</p> <p>Fieldwork</p> <p>*To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including</p>	<p>United Kingdom – how it has changed over time</p> <p>*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</p>

	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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 	<p>Equator and the North and South Poles.</p> <p>*To locate the seven continents on maps and globes.</p> <p>*To use simple compass directions (North, South, East and West) to describe the location of features</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> <p>* To use basic geographical vocabulary to refer to the physical features relating to the seasons and weather.</p>	<p>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>			<p>sketch maps, plans and graphs.</p> <p>*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.</p> <p>*Physical geography including: climate zones, vegetation belts, mountain ranges, rivers, earthquakes and volcanoes.</p> <p>*To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>understand how some of these aspects have changed over time.</p> <p>* To select and give reasons for which method they would help them in certain tasks to help build their knowledge of the United Kingdom and the wider world.</p> <p>* To use maps, plans, graphs and digital technology to observe, measure and record the human and physical features</p>
<p>Term 4</p>	<p>Space/ Spring Time/Transport</p>			<p>Local Study 8 Compass Points</p>	<p>Similarity and difference study</p>		<p>Similarity and difference study</p>

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	<p>and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons 						
Term 5	<p>Minibeasts/ Dinosaurs/ Summer Time</p> <p>Reception Understanding the World</p> <ul style="list-style-type: none"> • 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. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • 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, 	<p>Local area study Plans, aerial images, maps Google maps –</p> <p>* Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <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 location.</p> <p>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.</p>	<p>Similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>*Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>*They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills.</p>	<p>In-depth look at the Southeast of UK</p> <p>*To begin to describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including; climate zones, biomes and vegetation belts. <p>*To begin to describe and understand aspects of human geography including; economic activity including distribution of natural resources, settlement and land use.</p>	<p>Volcanoes Earthquakes</p> <p>*To describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including; Volcanoes, earthquakes. 	<p>To look at the world climate zones Habitats,</p> <p>*Describe & understand key physical aspects- world climate zones.</p> <p>*Describe & understand physical aspects- habitats, ecosystems, biomes & vegetation belts?</p> <p>*To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>*To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world.</p>	

	<p>drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World</p> <ul style="list-style-type: none"> • 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 						
<p>Term 6</p>	<p>Holidays/ Pirates</p> <p>Reception Understanding the World</p> <ul style="list-style-type: none"> • 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. <p>ELG Understanding the World People, Culture and Communities</p>						<p>Rivers, mountains, and the water cycle</p> <p>Fieldwork – local area</p> <p>* To describe, understand and explain key aspects of: - physical geography, including: rivers, mountains, and the water cycle</p> <p>* 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.</p>

	<ul style="list-style-type: none">• 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. <p>The Natural World</p> <ul style="list-style-type: none">• 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						
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