Geography Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**All About Me** Pupils will learn about their local environment, looking at where they live, their route to school and the school building and grounds. 1. Talk about familiar places in their local environment such as where they live, shops and parks. 2. Name some people who work in my local community and say what they do. 3. Talk about how they get to school. 4. Talk about the school grounds and buildings that they are familiar with. 5. Draw information from a simple map. 6. Look at the changes in the season of Autumn such as weather changes.	**Light and Dark** Pupils will learn about celebrations which centre around light and dark, eg. Diwali, bonfire night and Christmas. They will talk about how these festivals are celebrated differently around the world. 1. Talk about similarities and differences in how Bonfire Night is celebrated around the world 2. Talk about similarities and differences in how Diwali is celebrated around the world 3. Talk about similarities and differences in how Christmas is celebrated around the world. 4. Look at the changes in the season of Winter such as weather changes.	**Traditional Tales** **N/A** **See History Long Term Plan**	**Plants and growth** Pupils will learn about how food is grown around the world, and how farming contributes to the growth of food. 1. Talk about different foods and how different climates affect which food grows where. 2. Talk about how certain foods need to be bought in from other countries due to weather 3. Talk about how farmers cultivate the land on farms to allow for food to grow 4. Learn about food that is specifically grown in the UK, such as potatoes and certain vegetables and fruits. 5. Look at the changes in the season of Spring such as weather changes.	**At the Zoo** Pupils will learn about different wild animals, how the different climates around the world affect where certain animals live and what their needs are. 1. Name a range of wild animals and talk about where in the world they come from 2. Learn about what certain animals need depending on the climate of where they live 3. Learn about how animals have evolved and adapted to cope in their immediate environment	**Journeys and Transport** Pupils will learn about how transport is different around the world 1. Talk about how different countries use different forms of transport 2. Talk about which forms of transport are environmentally friendly and which are damaging to the environment 3. Talk about which forms of transport are most appropriate for different types of journeys 4. Look at the changes in the season of Summer such as weather changes.
Year 1	**What is it like here?** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an		**What is the weather like in the UK?** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally,		**What is it like to live in Shanghai?** Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring	

	enquiry about how to improve their playground. 1. To locate the school on an aerial photograph 2. To create a map of the classroom 3. To locate key features of the playground 4. To draw a simple map 5. To investigate how we feel about our playground 6. To create a design to improve our playground		children investigate the UK's hot and cold places using weather maps with a simple key. 1. To locate the four countries of the UK 2. To identify seasonal changes in the UK 3. To identify the four compass directions 4. To investigate daily weather patterns 5. To identify daily weather patterns in the UK 6. To understand how the weather changes with each season		land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. 1. To recognise physical and human features 2. To draw a sketch map 3. To name and locate some continents on a world map 4. To identify physical and human features of a non-European country 5. To describe what it is like in Shanghai 6. To compare Shanghai to a small area of the UK	
Year 2		**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents. 1. To name and locate the seven continents 2. To locate the North and South Poles 3. To locate the Equator on a world map 4. To compare the UK and Kenya 5. To investigate local weather conditions		**Why is our world wonderful?** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. 1. To identify geographical characteristics of the UK 2. To locate some of the world's most amazing places 3. To know the names of the five oceans and locate them on a map 4. To understand how to draw human and		**What is it like to live by the coast?** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. 1. To locate the seas and oceans surrounding the UK 2. To explain what the coast is 3. To identify the physical features of the coast 4. To identify human features on the coast

		6. To identify key features of hot and cold places		physical features on a sketch map 5. To investigate local habitats and record findings 6. To understand how to present findings in a bar chart		5. To investigate how people use the local coast 6. To present findings on how people use the local coast
Year 3	**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. 1. To name and describe the layers of the Earth 2. To explain how and where mountains are formed 3. To explain why volcanoes happen and where they occur 4. To recognise the negative and positive effects of living near a volcano 5. To explain what earthquakes are and where they occur 6. To observe and record the location of rocks		**Who lives in Antarctica?** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far. 1. To understand the position and significance of lines of latitude 2. To describe the location and physical features of Antarctica 3. To describe the human features of Antarctica 4. To use four-figure grid references to plot Shackleton's route to Antarctica 5. To plan a simple route on a map using compass points 6. To follow instructions involving compass		**Are all settlements the same?** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. 1. To describe different types of settlements 2. To identify the human and physical features in the local area 3. To discuss why physical and human features are in particular locations 4. To describe how land use in the local area has changed 5. To identify land used in New Delhi 6. To compare land use in two different locations	

	around the school grounds and discuss findings		points and map a simple route			
Year 4		**Why are rainforests important to us?** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. 1. To describe and give examples of a biome and find the location and some features of the Amazon rainforest 2. To describe the characteristics of each layer of a tropical rainforest 3. To understand the lives of indigenous peoples living in the Amazon rainforest 4. To describe why tropical rainforests are important and understand the threats to the Amazon 5. To understand how local woodland is used using a variety of data collection methods		**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. 1. To explain the impact of food choices on the environment 2. To understand the importance of trading responsibly 3. To describe the journey of a cocoa bean 4. To map and calculate the distance food has travelled 5. To design and use data collection methods to find where our food comes from 6. To discuss the advantages and disadvantages of buying both locally and imported food		**What are rivers and how are they used?** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. 1. To describe how the water cycle works 2. To recognise the features and courses of a river 3. To name and locate some of the world's longest rivers 4. To describe how rivers are used 5. To identify and locate human and physical features on a map 6. To collect data on the features of a local river

		6. To analyse and present findings on how local woodland is used				
Year 5	**What is life like in the Alps?** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings. 1. To locate the Alps on a map 2. To locate the key physical and human characteristics of the Alps 3. To describe the physical and human features of an Alpine region 4. To investigate what here is to do in the local area using data collection 5. To understand similarities and differences between the local area and an alpine area 6. To understand the human and physical geography of the Alps		**Why do oceans matter?** Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment. 1. To explain the importance of our oceans 2. To locate and describe the significance of the Great Barrier Reef 3. To explain the impact humans have on coral reefs and oceans 4. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry 5. To collect data on the types of litter polluting a marine environment 6. To present, analyse and evaluate data collected		**Would you like to live in the desert?** Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape. 1. To summarise the characteristics of a desert biome 2. To locate and explore features of deserts 3. To describe the physical features of a desert environment 4. To explain the different ways humans can use deserts 5. To describe some of the threats facing deserts 6. To explore the similarities and differences between two physical environments	
Year 6		**Why does population change?**		**Where does our energy come from?**		**Can I carry out an independent fieldwork enquiry?**

		Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment. 1. To understand the change and distribution of the global population 2. To define birth and death rates and describe why they change 3. To recognise the push and pull factors influencing migration 4. To begin to understand the impact climate change can have on the global population 5. To collect data showing how population impacts the amount of traffic and litter in an area 6. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation		Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds. 1. To know why energy sources are important 2. To understand the benefits and drawbacks of different energy sources 3. To understand how a settlement has grown around an energy source 4. To know how energy sources are distributed in an area 5. To explain reasons for choosing an energy source 6. To collect and present data on where to position a solar panel on the school grounds		Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds. 1. To develop an inquiry question 2. To determine the most effective data collection methods for fieldwork 3. To plan a route for a fieldwork trip 4. To collect the data to answer the enquiry question 5. To determine an answer to the enquiry question 6. To present my findings