

## Geography Long Term Plan

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--|---|---|--|---|--|---|
| <b>Reception</b><br><br><b>Understanding the World</b><br><br>Past and Present<br><br>The natural World<br><br>People, Cultures and communities: | <b>You Choose</b><br><br>Key texts:<br>‘You Choose’, The Three Little Pigs, Goldilocks, Handa’s Surprise.<br><b>Learning Objectives:</b><br><br><i>Objects in your house – what objects are in your house? What objects are from the past? Toys from the past. Black History Month – Learn about the lives of Mary Seacole and Dr Mae Jemison</i><br><br><i>Different types of houses and their features (link to countries around the world). Signs of Autumn within their environment. Features of their local environment. Life cycles of humans. Talk about how we have changes/developed since begin a baby. Explore different materials and their purposes. Experience and discusses how exercise affect our bodies.</i><br><br><i>What makes you unique? What they like to play at home.</i> | <b>Exploring</b><br><br>Key texts:<br>Whatever next, Stickman, Christmas stories<br><b>Learning Objectives:</b><br><br><i>Family – Talk about our families using photographs. Remembrance Day Christmas – Know the story of The First Christmas. Discuss Christmas traditions and how these have changed over time.</i><br><br><i>Begin to explore a world map and where they live in relation to it. Share family links to other countries. Understand that people live in different countries and cultures. Explore similarities and differences. Begin to explore the idea of space, naming some planets. Explore light and shadows through torches. Observe changes to water in different temperatures.</i> | <b>The Past</b><br><br>Key texts:<br>Non-fiction texts. Dinosaur stories, Cave Baby, Kings and Queens (factual)<br><br><b>TRIP – Temple Newsam</b><br><b>Learning Objectives:</b><br>Children to learn about their own personal past (timelines of own lives), talking about key event within their life and compare their lives to the lives of others. Begin to explore ‘The past’ beyond their living memory. Dinosaurs (fossils, palaeontologist) Stone age (Cave baby) and compare lives of people in the stone age to people know. Begin to explore that Earth has changed over time. Compare environmental changes since the stone age. Identify changes to the environment during winter. Understand how materials such as fossils can be used to teach us about the past (dinosaurs). Materials in the stone age. | <b>Fantasy/Storytelling</b><br><br>Key texts:<br><br>Traditional stories (including, gingerbread man, the three billy goats gruff), Room on the broom, Supertato The Easter story<br><b>Learning Objectives:</b><br><br>Visit a place of historical importance. Know that traditional tales are stories that have been told and retold for many years. Begin to draw simple maps. Compare children’s immediate environment to contrasting environments through stories. Compare natural and manmade features of environment. Identify changes to the environment during spring. Explore materials and their properties. Begin to explore occupations such as vets, doctors, etc. Discuss how we can care for the natural environment. People who help us – real life superheroes. Parents in and talk about their jobs. | <b>Farm</b><br><br>Key Texts:<br>Farmer Duck, What the Ladybird Heard, On the farm (factual), Oliver’s vegetables, Animal/farm poems<br><br><b>TRIP – Hesketh Farm</b><br><b>Learning Objectives:</b><br>Compare farms past and present. Explore how tools, machinery and farmers roles have changed over time. Compare photographs past and present.<br><br>Features of a farm. Compare environments between countries, cities, towns etc. Draw simple maps, looking at key symbols and their meaning. Compare farms in Leeds to farm in other countries. Purpose and features of farms. Observations of animals. Different plants (including how to care for them) Begin to understand where food comes from. Animals and their babies. Farmers role. Life cycles of different animals including frog, chicken, butterfly. | <b>Under the Sea</b><br><br>Key Texts:<br>Commotion in the Ocean, Rainbow Fish, The Snail and the Whale, Tiddler Sharing a shell, The singing Mermaid, Stanley Bright<br><b>Alive &amp; Kicking – At the bottom of the Bottom of the Bottom of the sea</b><br><b>Learning Objectives:</b><br>Begin to explore changes to the environment over time. Know that there are continents and oceans. Begin to describe differences between oceans and their habitats. Begin to look at the effects on nature/climate change. Continue to explore world map. Environmental changes in summers. Materials that float and sink. Name, describe and sort sea creatures. Importance of protecting oceans and environments. Animal habitats around the world. |

## Geography Long Term Plan

|                      |  |   |   |  |  |   |
|----------------------|--|---|---|--|--|---|
| <p><b>Year 1</b></p> | <p><b>Animals including humans</b><br/><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?)</li> </ul> | <p><b>Autumn</b><br/><b>Christmas</b><br/><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and <u>weather</u>.</li> </ul> <p><b>National Curriculum link:</b><br/>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 Equator and the North and South Poles (To be covered seasonally)</p> | <p><b>Winter</b><br/><b>Wizard of Oz (everyday materials)</b><br/><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?)</li> </ul>   | <p><b>Spring</b><br/><b>The UK</b><br/><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the U.K. and its surrounding seas.</li> <li>• Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?)</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</li> </ul>               | <p><b>Jack and the Beanstalk</b><br/><b>Learning Objectives:</b><br/>He's scone!</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the U.K. and its countries, as well as the countries, continents and oceans studied.</li> </ul> | <p><b>Seaside and Pirates</b><br/><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map.</li> </ul>   |
| <p><b>Year 2</b></p> | <p><b>The Great fire of London</b><br/><b>Learning Objectives:</b></p> <p style="text-align: center;"><b>London maps of the fire:</b></p> <p>Spread of the fire</p>  | <p><b>The Victorians</b><br/><b>Learning Objectives:</b><br/><b>British Empire:</b></p>   | <p><b>Lake District:</b><br/><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and</li> </ul> | <p><b>Chicks</b><br/><b>Learning Objectives:</b><br/><b>Rainforest</b><br/><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>· Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>· Describe some of the characteristics of the geographical areas.</li> <li>· Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>· Explain own views about locations, giving reasons.</li> </ul> | <p><b>Chocolate</b><br/><b>Learning Objectives:</b><br/><b>Where chocolate comes from:</b></p>   | <p><b>India</b><br/><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K. and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>• Ask and answer geographical questions. (Such as: What is this place like?)</li> </ul> |

## Geography Long Term Plan

|               |   |  |  |   |   |   |
|---------------|---|--|--|---|---|---|
|               |   |  | <p><i>basic physical features.</i></p> <ul style="list-style-type: none"><li>• <i>Identify land use around the school.</i></li><li>• <i>Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map.</i></li><li>• <i>Devise a simple map, and use and construct basic symbols in a key. Use simple grid reference. (A1, B1)</i></li></ul> <p>• <i>Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</i></p> | <p>· <i>Describe geographical similarities and differences between countries.</i></p> <p>· <i>Name and locate the earth's continents and equator, the topics of Cancer and Capricorn</i></p>  |   | <p><i>What do people do in this place?)</i></p> <ul style="list-style-type: none"><li>• <i>Identify the key features of a location in order to say whether it is a city, town, village, costal or rural area.</i></li></ul> <p><i>National Curriculum:</i></p> <p><i>To name and locate the world's seven continents and five oceans</i></p> <p><i>To look at the key physical features (cover national curriculum vocabulary).</i></p> |
| <b>Year 3</b> | <p><b><i>Adventurers and Explorers Learning Objectives:</i></b></p> <p><b><i>Adventures and explorers</i></b></p> <p><i>Map out James' journey across the Atlantic to New York. Where else could he have travelled to? Use directions to explain how James got from A to B.</i></p> <p><i>Local area study / adventure.</i></p> | <p><b><i>Stone Age to Iron Age (Rocks and soils)</i></b></p> <p><b><i>Learning Objectives:</i></b></p> <p><i>Bronze Age religion, technology and travel, for example, Stonehenge</i></p> |  | <p><b><i>Rainforests Learning Objectives:</i></b></p> <p><b><u>Rainforest</u></b></p> <p>· <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe</i></p> | <p><b><i>Ancient Greece and Modern Greece</i></b></p> <p><b><i>Learning Objectives:</i></b></p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"><li>• <i>Ask and answer geographical questions about</i></li></ul> |   |

## Geography Long Term Plan

|               |   |  |  |   |   |
|---------------|---|--|--|---|---|
|               | <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate countries and cities of the U.K., geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones.</li> </ul> <p>Locate world countries – focusing on Europe. Using maps (including the location of Russia). Concentrating on their environmental regions, key features and human characteristics, countries and major cities.</p> |  | <p><i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul> | <p><i>features.</i></p> <ul style="list-style-type: none"> <li>· Describe some of the characteristics of the geographical areas.</li> <li>· Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>· Explain own views about locations, giving reasons.</li> <li>· Describe geographical similarities and differences between countries.</li> <li>· Name and locate the earth's continents and equator, the topics of Cancer and Capricorn</li> </ul> | <p><i>the physical and human characteristics of a location.</i></p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Describe some of the characteristics of the geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> </ul> <p><i>Geography – Modern Greece. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (compare difference now and then).</i></p> |
| <b>Year 4</b> | <p><b>Railways</b><br/><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>   | <p><b>Titanic</b><br/><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul> | <p><b>Italy</b><br/><b>Learning Objectives</b></p> <p><i>To locate the world's countries, using maps to focus on Europe.</i></p> <p><i>To understand geographical similarities and differences through the study of human and physical geography of a</i></p>  | <p><b>Roman Invasion /Volcanoes</b></p> <p><i>To locate the world's countries, using maps to focus on Europe.</i></p>   | <p><b>Map work</b><br/>Links to numeracy (position and direction)<br/><u>Learning Objectives</u></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the U.K. and the wider world.</li> <li>• Describe some of the characteristics of the geographical areas</li> </ul>  |

## Geography Long Term Plan

|               |  |  |   |   |  |  |
|---------------|--|--|---|---|--|--|
|               |  |  | <i>region a region in a European country (Italy).</i>   |   |  |  |
| <b>Year 5</b> | <b>America (Including Mayans)</b><br><b>Learning Objectives:</b>   |  | <b>Earth and Space</b><br><b>Learning Objectives:</b>   |   | <b>Anglo Saxons/Vikings</b><br><b>Learning Objectives:</b>   |  |
| Year 6        | <b>Britain Through the Decades (1930-2000s)</b><br><b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> | <b>WWII</b><br><b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> | <b>Mountains and River Environments</b><br><b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, <b>mountains</b>, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population density, height of land).</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, <b>rivers</b>, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population density, height of land).</li> </ul> | <b>Money, Money, Money I'm a Year 6...</b><br><b>Learning Objectives:</b> | <b>Marvellous Maps (Local Area Study)</b><br><b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>•physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the U.K. and the world.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's tube map.)</li> <li>• Name and locate some of the countries and cities of the world</li> </ul> |  |

### Geography Long Term Plan

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <ul style="list-style-type: none"><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li></ul> |  | <p>and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"><li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li><li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night)</li><li>• Understand some of the reasons for geographical similarities and differences between countries.</li><li>• Describe how locations around the world are changing and explain some of the reasons for change.</li><li>• Describe geographical diversity across the world.</li></ul> |
|--|--|--|---|--|--|