



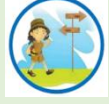







Geography - Long Term Plan

Year	Theme/ Key Questions	 Locational Knowledge	 Place Knowledge	 Human and Physical Geography	 Mapping	 Fieldwork	 Enquiry and Investigation	 Communication	 Use of ICT / Technology
<p>*Note: Where appropriate, some areas of physical and human geography will be linked with locational and place knowledge in order to develop pupils' disciplinary knowledge (eg identifying locations of natural features/man-made structures on maps, map design etc).</p>									
EYFS	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. ELG - 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. 	<ul style="list-style-type: none"> Talk about their immediate community. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ELG - 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. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Continue developing positive attitudes about the differences between people. ELG - 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. 	<ul style="list-style-type: none"> Draw information from a simple map. ELG - 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. 	<ul style="list-style-type: none"> Explore the natural world around them. ELG - 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. 	<ul style="list-style-type: none"> Explore the natural world around them. ELG - 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. 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ELG - 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. 	



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1	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know what an address is – school address Recognise United Kingdom as an island 	<ul style="list-style-type: none"> Small area of the United Kingdom. Name Fleetwood as the town that they live in Know the main differences between a city, town and village. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Look down on objects and make a plan e.g. of the classroom or playground. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. 	<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g., weather, seasons, vegetation, buildings etc. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g., 'What is it like to live in this place?' Ask what the weather is like today/what will the weather be tomorrow? Know and recognise main weather symbols. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Give and follow simple instructions to get from one place to another. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites that move around a course/screen following simple directional instructions. Find the flags for the 4 countries of the United Kingdom
2	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: 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, 	<ul style="list-style-type: none"> Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Use and construct basic symbols in a map key. Know that symbols mean 	<ul style="list-style-type: none"> Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g., left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise 	<ul style="list-style-type: none"> Investigate through observation and description. Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) using positional and directional language 	<ul style="list-style-type: none"> Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use cameras and audio equipment to record geographical features, changes,



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				factory, farm, house, office, port, harbour and shop.	something on maps. Begin to realise why maps need a key.	landmarks and basic human and physical features.		such as near, far, left and right. Use maps and other images to talk about everyday life e.g., where we live, journey to school etc.	differences e.g. weather/seasons, vegetation, buildings etc.
3	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate countries and cities of the United Kingdom. 	<ul style="list-style-type: none"> A region of the United Kingdom. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Key physical geography, including climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> Use maps and diagrams from a range of publications e.g., holiday brochures, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise some standard OS symbols. Create maps of small areas with features in the correct place. Link features on maps to photos and aerial views. 	<ul style="list-style-type: none"> Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. 	<ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g., a proposed local wind farm. Identify and describe geographical features, processes (changes), and patterns. 	<ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. View a range of satellite images Make use of geography in the news – online reports & websites. Add photos to digital maps.



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4	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Identify the northern and southern hemisphere and the equator. 	<ul style="list-style-type: none"> A region in another country. 	<p>Describe and understand key aspects of:</p> <p>Key physical geography, including Rivers and the water cycle.</p> <p>Key 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>	<ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Recognise that contours show height and slope. Use 4 figure coordinates to locate features on maps. Use plan views. 	<ul style="list-style-type: none"> Use the four points of a compass. Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 	<p>Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</p>	<ul style="list-style-type: none"> Add a range of text and annotations to digital maps to explain features and places. Draw and follow routes on digital maps. Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data.
5	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and South America. Identify the tropics of Capricorn and Cancer and the Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> A region of the United Kingdom. A region in a European country. 	<p>Describe and understand key aspects of:</p> <p>Key physical geography, including mountains, volcanoes, and earthquakes.</p>	<ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g., Google maps vs. Google Earth, and OS maps. Follow routes on maps describing what can be seen. Understand that purpose, scale, 	<ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. 	<ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? 	<p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p>	<ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites. Start to explain satellite imagery. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster, or app.



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					<ul style="list-style-type: none"> symbols and style are related. Use six figure coordinates. Use models and maps to discuss land shape i.e., contours and slopes. Use the scale bar on maps. 				
6	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones including day and night). 	<p>Key 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>	<ul style="list-style-type: none"> Use latitude/longitude in a globe or atlas. 	<ul style="list-style-type: none"> Use maritime maps to look at shipping lanes in local area and in the wider world 	<ul style="list-style-type: none"> Carry out investigations on transportation in the local area in order to make comparisons in other regions around the world. 	<ul style="list-style-type: none"> Explore similarities and differences between shipping practices in the local area and wider world 	<ul style="list-style-type: none"> Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g., tundra, coniferous/deciduous forest when learning about biomes. 	<ul style="list-style-type: none"> Use wider range of labels and measuring tools on digital maps. Use maritime maps to track shipping practices throughout the world.

Unhighlighted KLIPS are covered throughout the year on a regular basis.