



Geography curriculum long term plan

	Autumn 1	Spring 1	Summer 1
EYFS	<p><u>Where do we live?</u></p> <p>DM 3-4 YRS Describe what they see, using a wide vocabulary DM Reception Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live in. Explore the natural world around them.</p>	<p><u>Where does the Naughty bus take us?</u></p> <p>DM 3-4 YRS know that there are different countries in the world and talk about the differences they have experienced or seen in photos. DM Reception Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><u>How have houses changed?</u></p> <p>DM 3-4 YRS know that there are different countries in the world and talk about the differences they have experienced or seen in photos. DM Reception Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live in.</p>
Year 1	<p><u>How to get around our school? North, South, East or West?</u></p> <p>NC - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><u>What is our local area like?</u></p> <p>NC - 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>use basic geographical vocabulary to refer to: (see NC)</p>	<p><u>How would you welcome a child into your own area?</u></p> <p>NC - I can identify the similarities and differences of the human and physical features in the small area where we live in and Pointe-a-Pierre in Trinidad.</p>
<p><u>Seasons</u></p> <p>Seasons will be taught throughout the Year in Science and will have a link to Geography too.</p> <p>NC - 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</p>			
Year 2	<p><u>Is the UK all the same?</u></p> <p>NC -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><u>What are the seven continents and five oceans of the world?</u></p> <p>NC -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><u>What are the hot and cold places around the world?</u></p> <p>NC -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>name and locate the world's seven continents and five oceans</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 the location of features and routes on a map</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 Equator and the North and South Poles</p>
Year 3	<p><u>What is a region, city and where are they located?</u></p> <p>NC - 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 understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>How did the landscape and land use of the United Kingdom change over time?</u></p> <p>NC - describe and understand key aspects of: human geography types of settlement and land use.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p><u>Are all coasts the same in the UK?</u></p> <p>NC - Describe and understand the key aspects of rivers and the water cycle</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>
Year 4	<p><u>What is the location of Europe and is it the same?</u></p> <p>NC - locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude</p> <p>Describe and understand key aspects of mountains.</p>	<p><u>What was the geographical impact of the Romans in Britain?</u></p> <p>NC - describe and understand key aspects of: human geography types of settlement and land use.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p><u>How is the North west UK similar or different to the Naples Bay Region in Italy?</u></p> <p>NC - 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,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>describe and understand key aspects of volcanoes and earthquakes</p>
Year 5	<p><u>Is there more to North America than just the U.S.A. (or Disneyland)?</u></p>	<p><u>What and where are the cities in the UK?</u></p>	<p><u>How is the Caribbean similar or different from the North west?</u></p>

	<p>NC - locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude the Tropics of Cancer and Capricorn, Arctic Circle</p> <p>Describe and understand key aspects of climate zones</p>	<p>NC -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 understand how some of these aspects have changed over time</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>NC - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</p>
<p>Year 6</p>	<p><u>Is there more than the Amazon rainforest in South America?</u></p> <p>NC- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of biomes and vegetation belts.</p>	<p><u>What map is best?</u></p> <p>NC -identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><u>What is going on in our world?</u></p> <p>NC - Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand key aspects of climate zones</p>