



Long Term Geography Plan

Within EYFS children explore a range of activities to help them develop the knowledge and skills so they are ready for learning in the National Curriculum.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 and changing states of matter.

To find out more how this subject area is taught in our Early Years, please click this document: [Geography in our EYFS](#)

	Year 1	Year 2	Year 3	
Autumn	Title	<u>What is it like here?</u>	<u>Why is our world wonderful?</u>	
	Unit Overview	Children locate where they live on an aerial photograph, recognising features within a local context. They create maps using classroom objects before drawing simple maps of the school grounds. They follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.	Children will locate characteristics of the UK on a map, identify and locate human and physical features on a world map, explain the difference between oceans and seas, name and locate the five oceans, use aerial photographs to draw a simple sketch map, collect data and present their findings in a bar chart.	Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.
	Fieldwork	Lesson 3 involves fieldwork on the school grounds.	Lesson 5 involve fieldwork	Lesson 6 involves fieldwork on the school grounds.
Spring	Title	<u>What is the weather like in the UK?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>Who lives in Antarctica?</u>
	Unit Overview	Children learn to identify and locate the four UK countries, recognise their own country and describe locations using basic compass directions. They also measure different types of weather, using symbols used in weather forecasts, describe seasonal changes and suggest appropriate clothing and activities for each season.	Children will be introduced to the basic concept of climate zones and map out hot and cold places globally. They will explore features in the North and South Poles and Kenya, comparing the weather and physical features in the local area. Additionally, they will learn the four compass points and locate the names of the continents of our world.	Children will learn how latitude and longitude are linked to climate and explore the physical and human features of polar regions, with connections to the explorer, Shackleton.
	Fieldwork	Lessons 2, 3 and 4 involve fieldwork on the school grounds.	Lesson 5 involves fieldwork.	Lesson 6 involves fieldwork.
Summer	Title	<u>What is it like to live in Shanghai?</u>	<u>What can you see at the coast?</u>	<u>Are all settlements the same?</u>
	Unit Overview	Using a world map, children will recognise continents, oceans, and countries outside the UK, focusing on China. They will identify Shanghai's physical features using aerial photographs and maps, explore human features through land use, compare them to their local area, and create a simple map using fieldwork data.	Children will name and locate the continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. They will learn about the physical features of the Jurassic Coast and how humans have interacted with it, including land use and tourism.	Children will explore different types of settlements, land use, and the distinction between urban and rural areas. They will describe the various human and physical features in their local area and make land use comparisons with New Delhi.
	Fieldwork	Lesson 1 involves fieldwork.	Lesson 5 involves fieldwork in the local coastal town.	Lesson 3 involves fieldwork.



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		Year 4	Year 5	Year 6
Autumn	Title	<u>Why are rainforests important to us?</u>	<u>What is life like in the Alps?</u>	<u>Why does population change?</u>
	Unit Overview	Children will learn about biomes, ecosystems, and tropical regions; explore the features of the Amazon rainforest through mapping and study its layers; investigate how communities in Manaus rely on and utilize the resources of the Amazon; examine the global human impact on the rainforest; and conduct fieldwork to compare and contrast two types of forest environments.	Children will explore the climate of mountain ranges and understand why people choose to visit the Alps. They will focus on Innsbruck, examining the human and physical features that attract tourists. Additionally, they will investigate tourism in the local area and map recreational land use, presenting their findings to compare the Alps to their own locality.	Children will investigate why certain parts of the world are more populated than others, exploring birth and death rates. They will discuss social, economic, and environmental push and pull factors and learn about the population in Britain and its impacts.
	Fieldwork	Lesson 5 involves fieldwork.	Lesson 4 involves fieldwork.	Lesson 5 involves fieldwork.
Spring	Title	<u>Where does our food come from?</u>	<u>Why do oceans matter?</u>	<u>Where does our energy come from?</u>
	Unit Overview	Children will look at the distribution of the world's biomes and map food imports from around the world; learn about fair trade, with a focus on Côte d'Ivoire and cocoa beans; explore where the food for their school dinners comes from; and consider the argument of 'local versus global' in food sourcing.	Children will explore the importance of our oceans and how they have changed over time, with a focus on the Great Barrier Reef. They will address issues such as climate change and pollution and discuss their impact on marine life and the environment.	Children will learn about renewable and non-renewable energy sources, understanding where they come from and their impact on society, the economy, and the environment.
	Fieldwork	Lesson 5 involves fieldwork.	Lesson 5 involves fieldwork.	Lesson 6 involves fieldwork.
Summer	Title	<u>What are rivers and how are they used?</u>	<u>Would you like to live in the desert?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
	Unit Overview	Children will learn about rivers, including their role in the water cycle, the names and locations of major rivers, and how they are used in different ways.	Children will explore hot desert biomes and learn about the physical features of deserts, as well as how humans interact with and adapt to this unique environment.	Children will observe, measure, record, and present their own fieldwork study of the local area.
	Fieldwork	Lesson 6 involves fieldwork.		Lesson 4 involves fieldwork.