

# Geography Long Term Plan



Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (Nurture)	I can describe my immediate environment.	<p><b>Local Study</b> -home, school, Ashford</p> <p>-I can devise a simple map and use and construct basic symbols in a key.</p>	<p><b>Worlds 5 Oceans, North &amp; South Pole Equator</b></p> <p>-I can name and locate the world's five oceans.</p> <p>-I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>-I can use world maps, atlases and globes to identify the oceans studied at this key stage.</p> <p>-I can 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><b>Types of settlement and Land Use</b></p> <p>-I can identify different land-use patterns and understand how some of these aspects have changed over time.</p> <p>-I can describe different environments making links to different uses of land e.g. evolving environments.</p> <p>-I can describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>-I can describe, understand and map types of settlements and land use patterns.</p>		
Autumn 2 (Equality)				<p><b>Land use - fieldwork trip</b></p> <p>-I can describe and understand key aspects of human geography,</p>		<p><b>North &amp; South America</b></p> <p>Comparing both Physical and Human Differences</p> <p>-I can locate the world's countries,</p>	

				<p>including: types of land use.</p> <p>-I can use fieldwork to observe the human and physical features in the local area.</p> <p>-I can use sketch maps to demonstrate my observations of the human and physical features in the local area.</p>		<p>using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>	
Spring 1 (Curiosity)	<p>I know that different places have different environmental and cultural features.</p> <p>I can make observations of the world around me.</p> <p>I understand processes and changes in the natural world - seasons and changes in states and matter.</p>	<p><b>Weather</b></p> <p>-I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>-I can describe my local environment with focus on seasons and weather.</p> <p><b>UK</b></p> <p>-I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-I can identify characteristics of the four countries of the United Kingdom.</p>			<p><b>Region of the UK Study - Kent</b></p> <p>-I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Kent).</p> <p>-I can use fieldwork to measure the human and physical features in the local area.</p> <p>-I can use graphs to show my measurements of the human and physical features in the local area.</p>	<p><b>Trade Links</b></p> <p>-I can describe and understand key aspects of human geography, including: economic activity including trade links.</p>	<p><b>Mountains, Volcanoes and Earthquakes</b></p> <p>- I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p> <p>-I can locate and name some of the world's famous mountains and volcanoes.</p> <p>I can describe how volcanoes and earthquakes are created.</p> <p><b>Map work</b></p>

		<p>-I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>7 continents -</b> -I can name and locate the world's seven continents.</p>					<p>-I can use digital/computer mapping to locate countries. -I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world.</p>
<p>Spring 2 (Autonomy)</p>	<p>I can describe my immediate environment.</p> <p>I know the difference between the seasons e.g. how a tree changes throughout the year.</p> <p>I can make comparisons between where I live and somewhere else.</p>	<p>-I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage.</p> <p><b>Physical Geography</b> -I can use basic geographical vocabulary to refer to: key physical features (including: beach, forest, mountain, sea, river) and key human features (including: city, town, village).</p>		<p><b>Rivers</b> -I can name and locate many of the world's major rivers on maps. -I can describe some of the features of rivers.</p>	<p><b>The Water Cycle</b> -I can describe and understand key aspects of physical geography, including: the water cycle.</p> <p><b>Coastal Study</b> -I can describe some of the features of coasts. -I can name some key coastal areas in the UK.</p>		<p><b>Sustainability</b> -I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. -I can describe how we can make changes to look after the planet e.g. sustainability.</p> <p><b>Local Area</b> -I can use fieldwork to present the human and physical features in the local area. -I can use digital/computer mapping to locate countries. -I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world.</p>

<p>Summer 1 (Creativity)</p>	<p>I can name animals and plants and I know where they belong.</p> <p>I know the key features of a range of different environments.</p> <p>I can compare different places based on their environments.</p> <p>I show care and concern for living things and the environment.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments.</p>		<p><b>Local area study vs Kenya</b> -I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area), and of a small area in a contrasting non-European country (Kenya). -I can describe my local environment and compare it to Kenya - identifying similarities and differences in environment and the impact on ways of life. -I can use basic geographical vocabulary to refer to: key physical features (including: cliff, coast, hill, ocean, soil, valley, vegetation) and key human features (including: factory, farm, house, office, port, harbour and shop). -I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key</p>	<p><b>Europe</b> -I can 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><b>European Union</b> -I know the countries that make up the European Union.</p> <p><b>Comparison study of Uk and European country - Greece</b> -I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece).  -I can use maps, atlases and globes to locate countries and describe features studied.</p>	<p><b>UK Countries, Cities and Villages</b> -I can describe the main physical differences between cities and villages. -I can locate and name some of the main islands that surround the UK. -I know the difference between the British Isles, Great Britain and the UK. -I can name and locate key counties and cities of the United Kingdom, different geographical regions and key topographical features (including hills, mountains, coasts and rivers) and their identifying human and physical characteristics. -I can name some rivers in the UK. -I can use the eight points of a compass. -I can use four-figure grid references to build my knowledge of the United Kingdom.</p>	<p><b>Biomes</b> -I can describe and understand key aspects of physical geography, including: biomes and vegetation belts.</p> <p><b>Tropics</b> -I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>	
<p>Summer 2 (Collaboration)</p>	<p>I am beginning to understand the effect my behaviour</p>			<p><b>Arctic/Antarctic, Equator, N/S Hemispheres</b></p>		<p><b>Time Zones</b> -I can identify the position and</p>	

	<p>can have on the environment.</p> <p>Caring for the natural world.</p> <p>Growing food.</p> <p>Litter picking</p> <p>Recycling.</p>		<p>human and physical features of its surrounding environment (local area).</p>	<p>-I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p><b>Climatic zones</b></p> <p>-I can describe different climate zones and the impact on life / adaptation in those environments.</p>		<p>significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p>	
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