



Geography Long Term Plan

	Autumn	Spring	Summer
EYFS	What is my local area? - Name the town the area of the town they live in - Recognise some differences between the places in my local area. - Describe the immediate environment, using new vocabulary where appropriate - Talk about a range of contrasting environments within the local region	What is nature and how does it change through the seasons? - Begin to use names of seasons in context - Observe and discuss the weather across seasons - Share own experiences and recognise how they can be different to others - Represent features in the local area and school	How is the country I live in different to others? - Make observations about characteristics of places - Discuss how environments in stories may be different to their own - Express like or dislike of a place and begin to explain their answer - Recognise land or water on a map
	Enrichment opportunities: Field work around the local area to identify features of their local environment.	Enrichment opportunities: Field work within the school grounds – identifying signs of changes with the seasons	Enrichment opportunities: Kenyon Hall Farm Visit - Understanding the growing seasons, sustainability, crop life cycles and history of farming. Holiday time role play area
	Game changer:	Game changer:	Game changer:
Year 1	Why is Chapelford unique? - Develop understanding of the local area - Compare and contrast rural and urban - Use fieldwork to recognise features of local area	What is the weather like in the UK? - Name and order the months of the year and seasons - Compare and contrast seasons and identify key features of each	What makes the United Kingdom beautiful? - Name, locate and identify characteristics of the four countries - Name and locate capital cities - Explain differences between human and physical features - Describe some features of the UK

	Explore a range of maps and their purpose	- Use Geography skills to predict, record and begin to analyse the weather in the UK - To identify weather patterns in the uk	
	Enrichment opportunities: Fieldwork in the local area Drone visitor to enhance understanding of aerial view	Enrichment opportunities: Use of technology to enhance the understanding of compass points (beebots) Making a rain gauge to gather data Use green screen to create a weather report	Enrichment opportunities: Use Class VR to explore the human characteristics of the UK
	Game Changer: Major Thomas Colby – a leader on developing the first OS map	Game Changer: Lucy Martin is a British journalist	Game Changer: King James VI of Scotland, who became James I of England - created the Union Jack flag.
Year 2	What makes up our world? - Name and locate seven continents and five oceans - Identify main features of each continent - Compare and contrast continents	What is it like to live by the coast? - Name and locate seas and oceans surrounding the UK - Define what a coast is and locate coasts in the UK - Identify physical and human features of the UK - Use four compass points to describe a location	Would you prefer to live in a hot or cold place? - Locate North and South Pole and the Equator - Investigate weather using key vocabulary - Recognise features of hot and cold countries and locate on a map - Find similarities and differences between the UK and hot and cold countries
	Enrichment opportunities:	Enrichment opportunities: Use Class VR to explore the UK coastlines	Enrichment opportunities: Use Class VR to explore 'Hot and Cold'
	Game changer: Alize Carrere – French American National Geographic explorer	Game changer: Sandy Luk – Marine Conservation Society who are working hard to keep our coastline clean	Game changer: Sir James Clark Ross – British Naval Officer and explorer
Year 3	Who lives in Antartica? Know what a line of longitude and latitude is	Where does our food come from? Compare and contrast the four countries of the United Kingdom	Are all settlements the same? Identify features on an OS map and describe the different types of land use

	• Locate the equator on a globe and map • Understand that climate is determined by a country's location in the World • Explain the difference between climate and weather • Explain how the Earth's movements impact climate	• Know key features about where I live which make it special • Name and locate some key physical features of the UK • Explain how varying landscapes impact lives and industry across the UK	• Follow a route on an OS map • Discuss reasons for the location of human and physical features • Locate some geographical regions in the UK • Identify and begin to offer explanations about changes to features in the local area • Identify some human and physical features in a settlement (Brazil)
	Enrichment opportunities: Antarctica full day workshop	Enrichment opportunities: Use Class VR to explore the UK	Enrichment opportunities: Fieldwork within the school grounds
	Game changer: Sir Ernest Shackleton – intrepid explorer of the Antarctic	Game changer: Stephen Fisher – wind turbine engineer	Game changer: Fariborz Sahba – Architect who built the Lotus Temple in New Delhi
Year 4	Why does it rain? • Know that rivers are represented by a blue line on a map • Know the location of the World's longest rivers • Name and explain key features of a river • Explain how rivers are used • Describe key aspects of human geography, including types of settlement and land use • Describe how rivers are important to the natural environment • recognise how human factors affect rivers, why rivers flood and how we can protect rivers	Where is Europe and what are its countries like? • Know which countries make up Europe • Compare and contrast European countries and identify key physical and human features of each • Explain why the Mediterranean is a popular choice to live and holiday • Compare and contrast life in the UK with a Mediterranean country	Why are rainforests so important? • State the location and some key features of the Amazon rainforest • Name and describe the four layers of tropical rainforests • Understand that trees and plants adapt to living in the rainforest and give an example • Explain how humans are having a negative impact on the Amazon and an action that can be taken to help
	Enrichment opportunities: River workshop from Canals and River Trust – looks at how rivers change from source to mouth and the different settlements.	Enrichment opportunities: Use of green screen for TV adverts River study day on the River Mersey – consolidation of learning	Enrichment opportunities: Fieldwork within the local area

	Game changer: John Hanning Speke – a British explorer	Game changer: Domenico Fontana – Italian architect	Game changer: Sarah DuPont Founder of the Amazon Aid Foundation
Year 5	How is the United Kingdom unique? - Name and locate key cities across the UK - Identify key human and physical features of key cities - Compare and contrast the impact on work and life across a range of cities - Explain how human activities have affected the landscape - Understand key industries in the UK	What is life like in the Alps? - Know what a mountain is and how they are formed - Identify the four mountain types and their main features - Name the eight countries that the Alps mountain range is located - Locate and name the seven highest mountains in the world - explain difficulties for flora and humans surviving on mountains	Why do oceans matter? - Describe how the ocean is used for human activity - Explain how the ocean helps to regulate the Earth's climate and temperature - Identify the Great Barrier Reef as part of Australia and describe its benefits - Describe how humans impact the oceans - Explain some actions that can be taken to help support healthy oceans
	Enrichment opportunities: Class VR to explore different features of the UK	Enrichment opportunities: Video expedition – geo jotters	Enrichment opportunities: VR headsets to explore the Great Barrier Reef
	Game changer: Giles Bristow – CEO Surfers Against Sewage	Game changer: Sir Edmund Hillary - mountaineer	Game changer: Afroz Shah – young Indian lawyer who was award Champion of the Earth award in 2016
Year 6	Why do people live near volcanoes? - Know that the Earth is made up of several layers - Define a volcano and earthquake and know where some are located - Explain how natural disasters affect the surrounding area - Explain the process of how a volcano is formed and why it erupts - Describe how human and physical features can be impacted	How can we protect our world? - Know what climate change and its impact - Name different energy sources and which are renewable and non-renewable - Discuss the benefits and drawbacks of an energy source - Compare and contrast different countries approaches to climate change and evaluate impact	What can I learn about the local area through fieldwork and investigations? - Give examples of issues in the local area - Identify questions to be asked to find the relevant data and justify which data collection method is most suitable. - Plan and carry out fieldwork, mediating potential risks - Identify any outcomes from data collected
	Enrichment opportunities: Use of green screen to create a TV/news report	Enrichment opportunities: Class VR – exploring and looking at the different solar power available	Enrichment opportunities: Fieldwork within the local area

	Game changer: Charles Richter – invented the Richter Scale that is used for measuring the size of earthquakes occurring.	Game changer: James Blyth – wind turbine engineer	Game changer: American psychologist Rensis Likert – creator of the Likert scale
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