This long-term plan has been designed specifically for our school to show **how, what and when** we cover and progress all of the curriculum through relevant

Geographical knowledge and skills across the year groups. The context in which these are taught is left to the discretion of teachers, confirmed by the subject leader.

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| **EYFS** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | street, left, right, forwards, backwards, busy, quiet, bricks, plants, animals, changes, plants, environment, Leyland, teacher, Head teacher, school, caretaker, cleaner, house, bungalow, church, zebra crossing, change, location, traffic lights, tunnel, bridge, roundabout and map. | | |
| **Locational knowledge** | **Our Local area:** Draw children’s attention to the immediate environment. Familiarise children with the name of the road/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice.     * Observe, find out about and identify features in the place they live and in the natural world. * Find out about their environment and talk about those features they like and dislike. * Use appropriate words to help children make distinctions in their observations. * Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. |  | |
| **Place knowledge** |  |  | **Places around the world:** Where we have been on holiday. How are these places different? Teach children about places in the world that contrast with locations they know well.   * They know that other children don’t always enjoy the same things, and are sensitive to this. * They know about similarities and differences between themselves and others, and among families, communities and traditions. * Observe and identify features in the place they live and the natural world, and talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’. |
| **Human and Physical**  **Geography** |  | **4 Seasons:** Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.   * They make observations of animals and plants and explain why some things occur, and talk about changes. * They know about similarities and differences between themselves and others, and among families, communities and traditions. * Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. |  |
|  |  | * Identify seasonal patterns – focusing on plants and animals. * Explore their local environment and talk about the changes they see. * Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. |  |
| **Geographical Skills and Fieldwork** |  |  | **Maps:** Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.   * They talk about the features of their own immediate environment and how environments might vary from one another. * They make observations of animals and plants and explain why some things occur, and talk about changes. * Observe and identify features in the place they live and the natural world. * Find out about their environment and talk about features they like and dislike. * Examine change over time. * Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”. |
| **Resources** | iPads - Google Earth, find school, parks, houses, place they have been. Create journey sticks (Check PowerPoint ‘Map Skills and Fieldwork’)  Books – Gruffalo, Julia Donaldson , TBD, The Jolly Postman, picture books map, The Snail and the Whale | | |
| **Trips** |  | Walks of the local area | |

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| **Year 1** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | Continent, country, capital, cities, United Kingdom, North America, South America, Europe, Asia, Africa, Australia, and Antarctica. | human, physical, atlas, globe transport, lorry, bus, car, weather, wind, snow, hail, rain, wet, dry, hot, cold, fog seasons, Winter,  Summer, Autumn, Spring, long, short, wide, narrow, building, ocean, country, city, globe, Earth, journey, travel, town, village,  farm, larger, smaller, local, distant, | England, Wales, Scotland, Ireland, Northern Ireland, location, London, Cardiff, Edinburgh, Dublin, Belfast.  near, far, North, South, East, West, |
| **Locational knowledge** | * Name the world’s seven continents. * Name and locate four countries. |  |  |
| **Place knowledge** |  | • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Worden Park) |  |
| **Human and Physical Geography** |  | * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the North and South Poles * Use basic geographical vocabulary to refer to physical and human features. |  |
| **Geographical Skills and Fieldwork** |  |  | * Use world maps, atlases and globes to identify the United Kingdom and its countries. * Use simple compass directions (North, South, East and West). * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. |
| **Resources** | Maps  Atlases  Inflatable globe  7 C [-https://www.geography.org.uk/write/MediaUplo ads/teaching%](https://www.geography.org.uk/write/MediaUploads/teaching)20resources/AM\_Lesson\_Plan\_3.pdf  <https://www.youtube.com/watch?v=K6DSMZ8b3LE>  4 countries of the UK -  [https://www.bbc.co.uk/teach/class-clips-](https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6)  [video/geography-ks1--ks2-the-unitedkingdom/zhtgrj6](https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6) | Outdoor areas  Trees (changes over seasons)  Weather forecast  Create your own weather forecast  Weather/Climate -  <https://www.youtube.com/watch?v=Ob8zzXjDfc4>  Human and Physical -  <https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb>  Ideas -  [http://www.coreknowledge.org.uk/resources/Resource%20Pack-](http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf)  [%20Year%201-%20Seasons%20and%20Weather.pdf](http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf) | Create Messy Maps  Google Earth app  Compasses  Maps - digimaps  Atlases  Explore the UK - [https://www.bbc.co.uk/bitesize/topics](https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv)  [/zyhp34j/articles/z4v3jhv](https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv)  Cardinal directions song -  <https://www.youtube.com/watch?v=f2I81_BFb-s>  Maps - [https://www.tes.com/teaching-resource/maps6146083](https://www.tes.com/teaching-resource/maps-6146083) |
| **Books** | Lost and found, Penguin, Penguin small, | | |
| **Trips** |  |  |  |

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| **Year 2** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | Oceans, Pacific Ocean, Atlantic Ocean, Indian Ocean,  Arctic Ocean Southern Ocean. route, Equator, North,  South, East, West, North Pole, South Pole, environment, North Sea, Irish Sea, English Channel, | beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. city, town, village, factory, farm, house, office, port, harbour and shop | City, town, village, factory, farm, house, office, port, harbour, human, physical and man-made, aerial view, landscape, environment, terraced, semidetached, bungalow, detached, address. |
| **Locational knowledge** | * Name and locate the world’s seven continents and five oceans. * 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. |  | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |
| **Place knowledge** |  | • Local area study and a small area in a contrasting non-European country understanding the geographical similarities and differences  through studying the human and physical geography |  |
| **Human and Physical**  **Geography** |  | * Use basic geographical vocabulary to refer to key physical and human features |  |
| **Geographical Skills and Fieldwork** |  |  | * 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. * 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 Geography.   * 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. * 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. |
| **Resources** | Globe, Maps, Atlases, Google Earth app  Cardinal directions -  <https://www.youtube.com/watch?v=f2I81_BFb-s>  Continents and oceans - [https://www.tes.com/teachingresource/continents-and-oceans-of-the-world-ks1-andks2-presentation-and-differentiated-activity-11633338](https://www.tes.com/teaching-resource/continents-and-oceans-of-the-world-ks1-and-ks2-presentation-and-differentiated-activity-11633338) | Globe, Maps, Atlases, Google Earth app | Globe, Maps, Atlases, Google Earth app  London fiction and non-fiction books. |
| **Trips** |  |  | |

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| **Year 3** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | Prior vocabulary.    North East, North West, South East, South West, equator, longitude, latitude. | climate zone, tropical, settlement, valley, landscape  mountain, harbour cliff, clay, ocean, lake, vegetation,  weathering, community, factory, office, industry, sketch, diagram, relief map, political map, factory, deforestation, mapping, minerals, water. | Prior vocabulary. |
| **Locational knowledge** | • Locate countries, using maps to focus on Europe, and North and South America. |  |  |
| **Place knowledge** |  |  | A region in the UK and a European country. **(France)**  To understand the geographical similarities and differences through the study of human and physical geography. |
| **Human and Physical Geography** |  | Describe aspects of:     * physical geography, including: climate zones and rivers. * human geography, including: the distribution of natural resources including energy, food, minerals and water. |  |
| **Geographical Skills and Fieldwork** |  | • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | |
| **Resources** | Compasses, Google Earth app, Marine Traffic app, Flight Radar 24 app, NPA Map from Google Earth, Maps, Atlases, Inflatable globe, Outdoor Area, Leyland.    Locate countries – interactive resource -<https://wordwall.net/en-gb/community/ks2/geography/place-locational-knowledge>  Locational knowledge -<https://www.tes.com/teaching-resource/locational-knowledge-ks2-unit-of-work-11716532>  Blank map of the world -<https://www.twinkl.co.uk/resource/t-g-174-blank-world-map>  The World -<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39>Mapping the world ideas -<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7>  Lesson ideas -<https://www.tes.com/teaching-resource/continents-countries-and-capitals-6417399>  Climate zones, rivers -<https://www.bbc.co.uk/bitesize/topics/z849q6f>  Natural resources -<https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q> | | |
| **Trips** |  | | |

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| **Year 4** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | Prior vocabulary.    greenhouse, valley, warm, humid, condensation, evaporation precipitation, polytunnel, contour, height. | coastal, market, gardening, allotment, mixed farming, organic farming, arable farming, intensive farming,  productivity, import, export, hemisphere, distribution,  distance, natural resources, compass, grid reference, sustainable, man-made materials compass  satellite, weathering, erosion, hemisphere, settlement patterns, natural disaster, inland, trade. | Ordnance survey, mapping, sketch maps, graphs, symbols, key |
| **Locational knowledge** | • Locate the world’s countries, using maps and atlases to focus on Europe (including the location of Russia) and North and South America.   * Name and locate key cities of the United Kingdom (History link) |  |  |
| **Place knowledge** |  | * A region of the United Kingdom. * A region in a European country. **(Germany)** * A region within South America. **(Amazon)**   To understand the geographical similarities and differences through the study of human and physical geography |  |
| **Human and Physical**  **Geography** |  | Describe and understand key aspects of:     * physical geography, including: climate zones, rivers, mountains and the water cycle.      * human geography, including: types of land use, and the distribution of food, minerals and water. |  |
| **Geographical Skills and Fieldwork** |  |  | Prior learning.     * four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.      * use fieldwork to observe, measure, record and present the human and physical features in the local area (surrounding/immediate area of the school) using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Resources** | Ordnance Survey maps,Compasses, Google Earth app, Flight Radar 24 app, Marine Traffic app, NPA Map from Google Earth, Maps, Atlases, globe, Outdoor Area, Leyland.    Locational knowledge -<https://www.tes.com/teaching-resource/locational-knowledge-ks2-unit-of-work-11716532>  Blank map of the world -<https://www.twinkl.co.uk/resource/t-g-174-blank-world-map>  Interactive locating -<https://wordwall.net/en-gb/community/ks2/geography/place-locational-knowledge>  Human and Physical -<https://www.bbc.co.uk/bitesize/topics/z849q6f>  Use of a compass -<https://www.bbc.co.uk/bitesize/articles/z38pm39>  Use of a compass 2 -<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-compass-and-reading-maps/z77tf4j> | | |
| **Trips** |  |  |  |

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| **Year 5** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | latitude, longitude, Equator, Northern  Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones. | transportation, biomes, flood plain, deposition, meander, tributary, surface, biomes, volcanoes, earthquakes,  vegetation belts, sea level, mouth, river, source, terrain,  products, features, industrial contour, lines, landscape,  natural, sub-continent, water cycle, population, development arid, tectonic plates, magma, precipitation, irrigation, ground water, settlement, industry, tourist, excursion, and scale. | Prior vocabulary.    Grid references. |
| **Locational knowledge** |  |  | Name and locate counties and cities of the United Kingdom. |
| **Place knowledge** | • A region in a European country. (Norway, Denmark, Sweden)  To understand the geographical similarities and differences through the study of human and physical geography | * A region in North of South America (History link) |  |
| **Human and Physical Geography** |  | Describe and understand key aspects of:  • physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. |  |
| **Geographical Skills and Fieldwork** | * 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 (Lancashire). |  | * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * 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. |
| **Resources** | Ordnance Survey maps,Compasses, Google Earth app, Flight Radar 24 app, Marine Traffic app, NPA Map from Google Earth, Maps, Atlases, Globe, Outdoor Area, Leyland.    Blank map of the world -<https://www.twinkl.co.uk/resource/t-g-174-blank-world-map>  Tropics of Cancer & Capricorn -<https://study.com/academy/lesson/tropics-of-cancer-capricorn-lesson-for-kids-definition-facts.html>  Climate zones, biomes, vegetation belts, volcanoes & earthquakes -<https://www.bbc.co.uk/bitesize/topics/z849q6f>  Latitude and longitude -<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>  Use of a compass -<https://www.bbc.co.uk/bitesize/articles/z38pm39>  Use of a compass 2 -<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-compass-and-reading-maps/z77tf4j> | | |
| **Trips** |  |  |  |

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| **Year 6** | **Autumn** | **Spring** | **Summer** |
| **Vocabulary** | Prior vocabulary. | Naturalised, disperse, indigenous, sustainability, immigrant, renewable, natural disaster, survey,  natural resources, questionnaire, vegetation belts equatorial, conservation, congestion, scale,  pollution, symbols, urban, rural, land use, tectonic plates, location, subterranean. | Prior vocabulary.    Eight points of compass, Ordnance Survey, Greenwich/Prime  Meridian, climate zones, distance, Time zone, Northern hemisphere, Southern hemisphere |
| **Locational knowledge** | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). |  |  |
| **Place knowledge** |  | • A region within North or South America (Texas)  To understand the geographical similarities and differences through the study of human and physical geography |  |
| **Human and Physical**  **Geography** |  | Describe and understand key aspects of:  • 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. |  |
| **Geographical Skills and Fieldwork** |  |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.     * 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.      * 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. |
| **Local Geography Study** |  |  | Use all knowledge to create a Local Geography Study – presented digitally. |
| **Resources** | Ordnance Survey maps,Compasses, Google Earth app, Flight Radar 24 app, Marine Traffic app, NPA Map from Google Earth, Maps, Atlases, globe, Outdoor Area, Penwortham.    Locational knowledge -<https://www.tes.com/teaching-resource/locational-knowledge-ks2-unit-of-work-11716532>  Use of a compass -<https://www.bbc.co.uk/bitesize/articles/z38pm39>  Use of a compass 2 -<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-compass-and-reading-maps/z77tf4j> | | |
| **Trips** |  |  |  |