

**St Joseph's Catholic Primary School**  
**Geography Long Term Plan**

**EYFS**

Children will be able to;  
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  
Talk about what they see using a wide range of vocabulary.  
Draw information from a simple map.  
Understand that some places are special to members of their community.  
Recognise some similarities and differences between life in this country and life in other countries.  
Explore the natural world around them.  
Understand the effects of the changing seasons on the natural world around them.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A</b>	<b>Rain, rain go away</b>	<b>Pirates</b>	<b>Carnivals</b>
<b>Cycle B</b>	<b>Where do I live?</b>	<b>My Home</b>	<b>We're all going on a Summer Holiday</b>

**KS1**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A</b>	<p><b>Human and Physical Geography</b> A geographical study of seasonal and daily weather patterns in the UK and hot and cold areas of the world</p> <p><b><u>Wonderful Weather</u></b> Retrieval &amp; What are the four seasons? How can we measure the weather? How do the seasons affect the weather? Where are the world's hottest places? Where are the world's coldest places? <b>ASSESSMENT</b></p>	<p><b>Map Skills</b> Study and devise simple maps and use simple compass directions</p> <p><b><u>Mapping My School</u></b> Retrieval &amp; What is a map? Can we use a map? What are the key features of our school? Can we make a map and a key of our school? Can we use a compass to help plan a route around school? <b>ASSESSMENT</b></p>	<p><b>Place Knowledge</b> A geographical study of a contrasting non-European country</p> <p><b><u>Rio</u></b> Retrieval &amp; Where can we go in the World? Can we locate Rio de Janeiro and Wigan using maps? What are the geographical features of Rio? What are the geographical features of Wigan? How does Rio compare to Wigan?</p>

			ASSESSMENT
Cycle B	<p><b>Place Knowledge</b> A geographical study of our local area</p> <p><u>Where do I live?</u> Retrieval &amp; Can we describe where we live? Can we use our address to locate where we live? What are the key geographical features of our local area? Where are the key places in our local area? Can we create a fact file about our local area? ASSESSMENT</p>	<p><b>Locational Knowledge</b> A geographical study of the four countries and capitals of the UK and surrounding Seas</p> <p><u>The UK</u> Retrieval &amp; What is the UK? Can we locate the countries and seas surrounding the UK? What are the geographical features of the four countries? What are the key characteristics of the capital cities? How does London compare to the rest of the UK? ASSESSMENT</p>	<p><b>Locational Knowledge</b> A geographical study of the seven continents and five oceans</p> <p><u>All Around the World</u> Retrieval &amp; Where have we been in the world? Can we locate the seven continents? Can we locate the five oceans? Can we find the equator and the North and South Pole? Can we identify some key landmarks in the world? ASSESSMENT</p>
Lower KS2			
	Autumn	Spring	Summer
Cycle A	<p><b>Map Skills</b> Use maps, atlases , globes and digital mapping</p> <p><u>The Continents</u> Locate the different continents of the world The countries that make up Europe Locate capital cities and major cities of countries in Europe. The worlds five oceans Rivers of the world The UK's place in the world</p>	<p><b>Place Knowledge</b> A geographical study of a region of a European country</p> <p><u>Europe: what is it like to live in northern Italy?</u> Location and transport Geographical features in northern Italy Village life in northern Italy A town in northern Italy Venice: A popular tourist destination Comparing northern Italy with my UK region</p>	<p><b>Human and Physical Geography</b> A geographical study of the human and physical characteristics of the local area</p> <p><u>Local area: how is it changing?</u> Our changing place Measuring settlement change Recording local views Evidence from fieldwork Mapping changes Measuring change in a day</p>
Cycle B	Human and Physical Geography	Locational Knowledge	Place Knowledge

	<p>A geographical study of settlements and land use, economic activity including trade and natural resources.</p> <p><b><u>Settlement: Where do people live and why?</u></b></p> <p>Settlement features</p> <p>Villages, towns and cities in the UK</p> <p>Location and growth of settlements</p> <p>Change in our local area</p> <p>Our local town</p> <p>Designing a new settlement</p>	<p>A geographical study of coasts and rivers</p> <p><b><u>Rivers: what's special about them?</u></b></p> <p>Introducing rivers</p> <p>River processes and landforms</p> <p>Flooding rivers</p> <p>Rivers in the UK</p> <p>Mighty rivers of the world</p>	<p>A geographical study of a region of the UK</p> <p><b><u>UK region: why is the Lake District a national Park?</u></b></p> <p>Our National Parks</p> <p>Introducing the Lake District</p> <p>The landscape of the Lake District</p> <p>Lake District weather and climate</p> <p>Working in the Lake District</p> <p>Pressure on the National Park</p>
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Upper KS2			
	Autumn	Spring	Summer
Cycle A	<p><b>Human and Physical Geography</b></p> <p>A geographical study of mountains, earthquakes and volcanoes</p> <p><b><u>Mountains and volcanoes: what, where and why? Y4</u></b></p> <p>The formation of mountains</p> <p>Mountains and their features</p> <p>The UK's peaks</p> <p>Volcanoes and their features</p> <p>Living near volcanoes</p> <p>The impact of eruptions: Eyjafjallajökull, Iceland</p>	<p><b>Locational Knowledge</b></p> <p>A geographical study of regions and the counties and cities of the UK</p> <p><b><u>The UK</u></b></p> <p>Regions and counties of the UK</p> <p>Images of the UK</p> <p>The UK: Moving in, moving out</p> <p>Impacts of the UK's changing population</p> <p>Moving within the UK</p> <p>Revealing the UK's global links</p>	<p><b>Human and Physical Geography</b></p> <p><b>A geographical study of mountains, earthquakes and volcanoes</b></p> <p><b><u>Earthquakes: how do they change the world? Y6</u></b></p> <p>The causes of earthquakes</p> <p>Measuring earthquakes</p> <p>The location of major earthquake zones</p> <p>Earthquakes and tsunamis: Honshu, Japan, 2011</p> <p>Preparing and responding to earthquakes</p> <p>People and earthquakes: Turkey, 2023</p>
Cycle B	<p><b>Locational Knowledge</b></p> <p>A geographical study of world countries</p> <p><b><u>Europe</u></b></p>	<p><b>Place Knowledge</b></p> <p>A geographical study of a region of north or south of America</p> <p><b><u>North America</u></b></p>	<p><b>Map Skills</b></p> <p>Use ordnance survey maps</p> <p><b><u>The UK</u></b></p> <p>Map Symbols</p>

	<p>Using maps to locate the countries of Europe</p> <p>Weather and climate in Europe</p> <p>Major cities in Europe</p> <p>Physical features of countries in Europe</p> <p>Human features of countries in Europe</p> <p>Tourism in Europe</p>	<p>To identify the countries of North America</p> <p>To investigate and compare climates in North America.</p> <p>To explore the geographical features of North America.</p> <p>To explore the capital cities of North America.</p> <p>To explore the various time zones of North America and how these compare to other time zones around the world</p> <p>To compare the a region in the UK with a region in North America.</p>	<p>Mapping Hills and Valleys (Contours)</p> <p>Route planning</p> <p>Grid referencing</p> <p>Land use - How maps show changes over time</p>
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