



Oaklands Community Primary School Whole School Geography Long Term Plan

	Autumn	Spring	Summer
EYFS	<p><u>Local walk to post office</u>- What can they see in our environment?</p> <p>*ELG: UTW: Children talk about the features of their own immediate environment and how environments might vary from one another</p>	<p style="text-align: center;">(Let's go on an Easter Egg Hunt)</p> <p><u>Story Mapping</u> (Gingerbread Man's journey, Little Red Riding Hood)</p> <p><u>Directional & Positional language</u> (We're Going on a Bear Hunt) Using BeeBots to plan a journey</p> <p style="text-align: center;"><u>How our environment changes with the seasons</u></p> <p>*ELG: NP: Use everyday language to talk about position</p> <p>*ELG: UTW: Children talk about the features of their own immediate environment and how environments might vary from one another</p>	<p style="text-align: center;"><u>An introduction to maps</u>- Following a route around school</p> <p><u>An Introduction to Google earth</u>- Look at how the land, the arctic, the sea and the desert looks different.</p> <p><u>An introduction to how places around the world might be different from ours</u> (clothes, weather, food, art of the Aboriginal people of Australia)</p> <p>*ELG: UTW: Children talk about the features of their own immediate environment and how environments might vary from one another</p> <p>*ELG: P & C: Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Year 1	<p style="text-align: center;"><u>Autumn 2nd Half- Let's Go Outside</u></p> <p style="text-align: center;"><u>How does the weather change throughout the year?</u></p> <p>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles</p>	<p style="text-align: center;">(Let's go on an Easter Egg Hunt)</p>	<p style="text-align: center;"><u>Let's Go Around the World</u></p> <p style="text-align: center;"><u>What makes our world?</u></p> <p>*Name and locate the World's seven continents and five oceans</p> <p>*Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied at this key stage</p> <p>*Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</p>



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Year 2	<u>Autumn 1st Half- Let's Go Around the UK</u> <u>What is the UK?</u> *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas *Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied at this key stage *Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map. *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	(Let's Go on an Easter Egg Hunt)	<u>Let's Go to Kenya</u> <u>How is life in Kenya different to mine?</u> *Understand similarities and differences through studying human and physical geography of a small area of the UK and of a small area in a non-European country

****Throughout the Year at KS1:**

Use basic geographical vocabulary to refer to

- **Key physical features**
- **Key human features**



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Year 3	<p style="text-align: center;"><u>Autumn 1st Half- Let's Go Mountaineering</u></p> <p><u>How are hills, mountains, volcanoes and earthquakes created?</u></p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>*Describe and understand key aspects of Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>*Geographical skills and fieldwork (see below)</p>	<p style="text-align: center;"><u>(Let's Go on an Easter Egg Hunt)</u></p> <p style="text-align: center;"><u>Let's Go Around Here</u></p> <p style="text-align: center;"><u>How can we explore our local area?</u></p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>*Geographical skills and fieldwork (see below)</p>	
Year 4		<p style="text-align: center;"><u>Let's Go to the River</u></p> <p style="text-align: center;"><u>How are rivers formed and used?</u></p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>*Describe and understand key aspects of Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>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</p> <p>*Geographical skills and fieldwork (see below)</p>	



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Year 5	<p>Autumn 2nd Half- Let's Go North and South</p> <ul style="list-style-type: none"> Latitude and longitude are imaginary lines on maps and globes used to describe the location of places on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. The top half of the earth is called the Northern Hemisphere and the lower half of the earth is called the Southern Hemisphere, The Tropic of Cancer is north of the equator The tropic of Capricorn is south of the equator, <p>Time zones vary across the world due the rotation of the earth</p>	<p>(Let's Go on an Easter Egg Hunt)</p>	<p style="text-align: center;">a) Let's Go Mapping <u>How can we use maps to discover new places?</u></p> <p style="text-align: center;">b) Let's Go to Poland <u>How is a region in Poland similar to our region in the UK?</u></p> <p>*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains , coasts and rivers) , and land-use patterns; and understand how some of these aspects have changed over time</p> <p>*Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country</p> <p>*Geographical skills and fieldwork (see below)</p>
Year 6	<div style="border: 1px solid black; padding: 5px;"> <p>**KEY GEOGRAPHICAL SKILLS TO BE DELIVERED THROUGHOUT THE YEAR BY ALL KS2 YEAR GROUPS:</p> <ul style="list-style-type: none"> *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use the four (Yr3&4) and eight (Yr 5&6) points of a compass, four and six (Yr6) figure grid references, symbols and key (inc.OS maps) to build their knowledge of the UK 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, graphs and digital technologies. </div>	<p>(Let's Go on an Easter Egg Hunt)</p>	<p style="text-align: center;">Additional Revision topic: Map Reading skills KS2 Geographical skills- see below</p> <p style="text-align: center;">Let's Go to the Americas <u>How does the geography of the Amazon compare with the geography of Somerset?</u></p> <p>*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within (North or <u>South America</u>)</p> <p>*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</p> <p>*Geographical skills and fieldwork (see left)</p>