



# **Long Term Geography Plan**

	Geography at a glance at Eastfield Primary School					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fieldwork – My	The Stick Man -	Traditional Tales	Traditional Tales	Handa's Surprise	Three Little Pigs -
	Local Area	Weather	- China	- Weather	- Africa	Weather
Year 1	Our Local Area		The Weather			Bridlington – a
						Coastal Town
Year 2	The United		London – The			Australia
	Kingdom		Capital city of			
			England			
Year 3	From Farm to			How Mountains	Volcanoes and	
	Fork			are Formed	Earthquakes	
Year 4		Settlements and		<b>Locating Counties</b>		Rivers and the
		Land Use		and Cities of The		Water Cycle
				United Kingdom		
Year 5		<b>Economic Activity</b>		South America –	Planet Earth	
		Including Trade		Climate Zones,		
		Links		Biomes and		
				Vegetation Belts		
Year 6			A Comparison of		A Study of the	
			Regions in the		distribution of	
			United Kingdom,		Natural	
			Europe and		Resources	
			North America			





	Geography at Eastfield Primary		
EYFS	Understanding the World  The children will have a range of opportunities to explore each of these objectives with a range of materials and opportunities throughout the continuous provision and in the natural environment by completing both adult-led and child-initiated activities.  As well as the units below, EYFS will be looking at weather and recording it at different seasons that change throughout the year. They will also look at how the seasons effect the natural world around us. As practitioners we will guide children's understanding by draw children's attention to the weather and seasonal features and provide opportunities for children to note and record the weather and we will incorporate the children's understanding of the seasons and weather in their play.		
	Fieldwork The children will focus on the local area and will walk around the school grounds. Children will know: I know about the features of my own immediate environment I know the name of the city the school is located in. I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. Autumn 2 The Stick Man The children will look at hot and cold weather and environments. Children will know: I know about the signs of autumn/winter and the associated weather. I know environments vary from one another. I know that places have very cold environments.	Place and Location Knowledge The children will look China / Asia whilst discussing Chinese New Year. During their Traditional Tales in English, the children will look at a variety of homes around the world. Children will know: I know environments and homes vary from one another. I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. I know about the signs of spring and the associated weather. I know that in China they celebrate Chinese New Year. I know that I live in England. I know that China is another country far away.	Place and Location Knowledge Handa's Surprise The children will look at the fruit grown in Africa. Children will know: I know how to use and draw information from a simple map. I know how to make simple maps of imaginary communities using a variety of construction resources. I know some similarities and differences between life in England and life in Africa, drawing on knowledge from Handa. Three Little Pigs The children will look at materials that are man-made and natural. I know that some things in the world are man-made, and some things are natural.  I know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.





fatorative my brust	EASTFIELD PRIMARY SCHOOL					
	Big Concepts Place, Space	Big Concepts Place, Space, Cultural	Big Concepts Place, Space, Cultural Awareness, Cultural			
		Awareness, Cultural Diversity	Diversity			
Early Learning Go	Early Learning Goal					
People, culture a	nd communities.					
The children will l	pe able to explain some similarities and	differences between life in this country and life in	other countries, drawing on knowledge from stories, non-			
fiction texts and r	naps.					
The Natural Wor	The Natural World					
Children will know read in class.	Children will know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.					
Children will unde	Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Year 1	Our Local Area	The Weather	Bridlington – a coastal town
	Geographical skills and fieldwork	Human and physical geography	<u>Place knowledge</u>
	- use simple compass directions (North, South, East and West)	- identify seasonal and daily	- understand geographical
	and locational and directional language [for example, near and	weather patterns in the United	similarities and differences through
	far; left and right], to describe the location of features and routes	Kingdom and the location of hot	studying the human and physical
	on a map	and cold areas of the world in	geography of a small area of the
	- use aerial photographs and plan perspectives to recognise	relation to the Equator and the	United Kingdom
	landmarks and basic human and physical features; devise a	North and South Poles	Human and physical geography
	simple map; and use and construct basic symbols in a key	Geographical skills and	- use basic geographical vocabulary
	- use simple fieldwork and observational skills to study the	<u>fieldwork</u>	to refer to:
	geography of their school and its grounds and the key human	- use simple fieldwork and	key physical features, including:
	and physical features of its surrounding environment.	observational skills to study the	beach, cliff, coast, sea, ocean, river,
	Human and physical geography	geography of their school and its	key human features, including: city,
	- use basic geographical vocabulary to refer to:	grounds and the key human and	town, village, factory, farm, house,
	key physical features, including: beach, cliff, coast, sea, ocean,	physical features of its	office, port, harbour and shop
	river,	surrounding environment.	
	key human features, including: city, town, village, factory, farm,		
	house, office, port, harbour and shop		
	Big Concepts	Big Concepts	Big Concepts
	Place, Space, Scale	Physical and Human Processes	Place, Space, Physical and
			Human Processes,
			Interdependence





Year	The United Kingdom	London – The capital city of	Australia
	<u>Locational knowledge</u>	England	<u>Locational knowledge</u>
	- name, locate and identify	Place knowledge	- name and locate the world's seven continents and five oceans
	characteristics of the four	- understand geographical similarities	<u>Place knowledge</u>
	countries and capital cities of	and differences through studying the	- understand geographical similarities and differences through
	the United Kingdom and its	human and physical geography of a	studying the human and physical geography of a small area of the
	surrounding seas	small area of the United Kingdom	United Kingdom, and of a small area in a contrasting non-
	Geographical skills and	Human and physical geography	European country
	<u>fieldwork</u>	- use basic geographical vocabulary to	Geographical skills and fieldwork
	- use world maps, atlases and	refer to:	- use world maps, atlases and globes to identify the United
	globes to identify the United	key physical features, including:	Kingdom and its countries, as well as the countries, continents
	Kingdom and its countries, as	beach, cliff, coast, sea, ocean, river,	and oceans studied at this key stage
	well as the countries, continents	key human features, including: city,	Human and physical geography
	and oceans studied at this key	town, village, factory, farm, house,	-identify seasonal and daily weather patterns in the United
	stage	office, port, harbour and shop	Kingdom and the location of hot and cold areas of the world in
		,	relation to the Equator and the North and South Poles
	Big Concepts	Big Concepts	Big Concepts
	Place, Space, Scale	Place, Space, Scale, Physical and	Place, Space, Scale, Cultural Awareness, Cultural Diversity
		Human Processes	





Year 3	From Farm to Fork	How Mountains are Formed	Volcanoes and Earthquakes
	Human and physical geography	Human and physical geography	Human and physical geography
	- describe and understand key aspects of:	describe and understand key aspects of:	describe and understand key aspects of:
	- human geography, including: the distribution of	- physical geography, including: climate	- physical geography, including:
	natural resources including energy, food, minerals	zones, biomes and vegetation belts, rivers,	volcanoes and earthquakes
	and water	mountains, volcanoes and earthquakes,	Geographical skills and fieldwork
	Geographical skills and fieldwork	and the water cycle	- use maps, atlases, globes and
	- use maps, atlases, globes and digital/computer	Geographical skills and fieldwork	digital/computer mapping to locate
	mapping to locate countries and describe features	- use maps, atlases, globes and	countries and describe features studied
	studied	digital/computer mapping to locate	<u>Locational Knowledge</u>
	- use fieldwork to observe, measure, record and	countries and describe features studied	-locate the world's countries, using maps
	present the human and physical features in the local	<u>Locational Knowledge</u>	to focus on Europe (including the
	area using a range of methods, including sketch	-locate the world's countries, using maps	location of Russia) and North and South
	maps, plans and graphs, and digital technologies.	to focus on Europe (including the location	America, concentrating on their
		of Russia) and North and South America,	environmental regions, key physical and
		concentrating on their environmental	human characteristics, countries, and
		regions, key physical and human	major cities
		characteristics, countries, and major cities	
	Big Concepts	Big Concepts	Big Concepts
	Environmental Impact, Sustainable	Physical and Human Processes	Physical and Human Processes
	Development		





Year 4	Locating Counties and Cities of the	Settlements and Land Use	Rivers and the Water Cycle
	United Kingdom	Human and physical geography	Human and physical geography
	Locational knowledge	- describe and understand key aspects of:	describe and understand key aspects of:
	- name and locate counties and cities	- human geography, including: types of settlement and	- physical geography, including: rivers
	of the United Kingdom, geographical	land use	and the water cycle
	regions and their identifying human	Geographical skills and fieldwork	Geographical skills and fieldwork
	and physical characteristics, key	- use maps, atlases, globes and digital/computer mapping	- use maps, atlases, globes and
	topographical features (including hills,	to locate countries and describe features studied	digital/computer mapping to locate
	mountains, coasts and rivers), and	- use the eight points of a compass, four and six-figure	countries and describe features studied
	land-use patterns; and understand	grid references, symbols and key (including the use of	- use the eight points of a compass, four
	how some of these aspects have	Ordnance Survey maps) to build their knowledge of the	and six-figure grid references, symbols
	changed over time	United Kingdom and the wider world	and key (including the use of Ordnance
	Geographical skills and fieldwork		Survey maps)
	- use maps, atlases, globes and		to build their knowledge of the United
	digital/computer mapping to locate		Kingdom and the wider world
	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		
	Dia Consonta	Pia Composite	Dia Composite
	Big Concepts	Big Concepts	Big Concepts
	Place, Space, Scale,	Environmental Impact	Physical and Human Processes,
	Interdependence		Environmental Impact





Year 5	Economic Activity Including Trade	South America	Planet Earth
	Links	Climates Zones, Biomes and Vegetation Belts	<u>Locational knowledge</u>
	Human and physical geography	<u>Locational knowledge</u>	- identify the position
	- describe and understand key aspects of:	- locate the world's countries, using maps to focus on Europe	and significance of
	- human geography, including: economic	(including the location of Russia) and North and South America,	latitude, longitude,
	activity including trade links	concentrating on their environmental regions, key physical and	Equator, Northern
	Geographical skills and fieldwork	human characteristics, countries, and major cities	Hemisphere, Southern
	- use maps, atlases, globes and	<u>Place knowledge</u>	Hemisphere, the Tropics
	digital/computer mapping to locate	- understand geographical similarities and differences through the	of Cancer and Capricorn,
	countries and describe features studied	study of human and physical geography of a region of the United	Arctic and Antarctic
	- use the eight points of a compass, four	Kingdom, a region in a European country, and a region within North	Circle, the
	and six-figure grid references, symbols and	or South America	Prime/Greenwich
	key (including the use of Ordnance Survey	Human and physical geography	Meridian and time zones
	maps) to build their knowledge of the	describe and understand key aspects of:	(including day and night)
	United Kingdom and the wider world	- physical geography, including: climate zones, biomes and	
		vegetation belts	
	Big Concepts	Big Concepts	Big Concepts
	Interdependence, Sustainable	Place, Space, Scale, Physical and Human Processes, Cultural	Place, Space, Scale,
	development	Awareness	





Year 6	A Comparison of Regions in the United Kingdom,	A study of the distribution of natural resources
	Europe and North America	Human and physical geography
	Human and physical geography	- describe and understand key aspects of:
	-describe and understand key aspects of: physical	- human geography, including: the distribution of natural
	geography, including: climate zones, biomes and	resources including energy, food, minerals and water
	vegetation belts, rivers, mountains, volcanoes and	Geographical skills and fieldwork
	earthquakes, and the water cycle	- use maps, atlases, globes and digital/computer mapping
	Place knowledge	to locate countries and describe features studied
	-understand geographical similarities and differences	- use the eight points of a compass, four and six-figure grid
	through the study of human and physical geography of	references, symbols and key (including the use of Ordnance
	a region of the United Kingdom, a region in a European	Survey maps) to build their knowledge of the United
	country, and a region within North or South America	Kingdom and the wider world
	<u>Locational knowledge</u>	<u>Locational knowledge</u>
	- locate the world's countries, using maps to focus on	- locate the world's countries, using maps to focus on
	Europe (including the location of Russia) and North and	Europe (including the location of Russia) and North and
	South America, concentrating on their environmental	South America, concentrating on their environmental
	regions, key physical and human characteristics,	regions, key physical and human characteristics, countries,
	countries, and major cities	and major cities
	Geographical skills and fieldwork	
	- use maps, atlases, globes and digital/computer	
	mapping to locate countries and describe features	
	studied	
	Big Concepts	Big Concepts
	Place, Space, Scale, Environmental Impact,	Sustainable Development, Interdependence