



# **Long Term Geography Plan**

	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	Place and Location Knowledge	Place and Location Knowledge
	The children will focus on the local area and will	The children will look China / Asia whilst	Handa's Surprise
	walk around the school grounds.  Children will learn:	discussing Chinese New Year. During their Traditional Tales in English, the	The children will look at the fruit grown in Africa.  Children will learn:
	They will talk about places of importance to	children will look at a variety of homes	They will have a simple understanding of what a map is and
	them in their immediate environment.	around the world.	how it may be used.
	They will know the name of their school and the	Children will learn:	I know some similarities and differences between life in
	place they live.	They will know that their environment	England and life in Africa, drawing on knowledge from Handa's
	They will know that aerial maps are taken from above like a birds-eye view and can comment	and home may be different to those in other countries.	Surprise.
	on simple features.	They will be able to talk about	Three Little Pigs
	They will be able to recall a journey to the local	similarities and differences between	The children will look at materials that are man-made and
	park and talk about what features they saw on	places e.g., countryside and town and	natural. Plastic/wood
	the way there and back.	drawing on experiences and what has	Children will learn:
		been read in class.	They will be able to talk about materials and think about if
	The Stick Man:	They will know the obvious signs that	they are man-made or natural.
	The children will learn;	spring has sprung and the associated	They will identify the season of Summer by talking about the
	They will talk about the differences between	weather.	signs of summer, clothes and activities carried out in summer.
	hot and cold weather and environments.	They will know that in China they	They will be able to compare the four seasons.
	They will know which signs represent various weathers experienced in the UK.	celebrate Chinese New Year. They will know that we live in Hull,	They will talk about how seasons effect what we can do and how it effects the environment around us. For example: if it is
	They will know that environments vary from	which is a city in England.	hot and sunny; then I need to find the shady areas when
	one another. School/home.	They will know that China is another	outside and wear appropriate clothing, and in the winter, it is
	I know that some parts of the world have very	piece of land that is far away.	cold and may snow.
	cold environments –Antartica.	·	





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



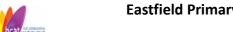


Year 2	The United Kingdom	London – The capital city of	India
	Locational knowledge	England	<u>Locational knowledge</u>
	- name, locate and identify	Place knowledge	- name and locate the world's seven continents and five oceans
	characteristics of the four	- understand geographical similarities	<u>Place 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 beach,	Kingdom and its countries, as well as the countries, continents
	Kingdom and its countries, as	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	- use maps, atlases, globes and
		topographical features (including hills,	mapping to locate countries and describe features	digital/computer mapping to locate
		mountains, coasts and rivers), and	studied	countries and describe features studied
		land-use patterns; and understand	- use the eight points of a compass, four and six-figure	- use the eight points of a compass, four
		how some of these aspects have	grid references, symbols and key (including the use of	and six-figure grid references, symbols
		changed over time	Ordnance Survey maps) to build their knowledge of the	and key (including the use of Ordnance
		Geographical skills and fieldwork	United Kingdom and the wider world	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		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		
		Pin Composite	Pin Composite	Die 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	Locational knowledge
	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
		Kingdom, a region in a European country, and a region within North	Circle, the
		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
	Locational knowledge	<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	D's Constant
	Big Concepts	Big Concepts
	Place, Space, Scale, Environmental Impact,	Sustainable Development, Interdependence