



Long Term Geography Plan

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



Year 1	<p>Our Local Area</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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 - 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. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, sea, ocean, river, key human features, including city, town, village, factory, farm, house, office, port, harbour and shop 	<p>The Weather</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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. 	<p>Bridlington – a coastal town</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, sea, ocean, river, key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
	<p>Big Concepts Place, Space, Scale</p>	<p>Big Concepts Physical and Human Processes</p>	<p>Big Concepts Place, Space, Physical and Human Processes, Interdependence</p>



Eastfield Primary School - Geography Long Term Plan



Year 2	<p>The United Kingdom <u>Locational knowledge</u> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Geographical skills and fieldwork</u> - 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</p>	<p>London – The capital city of England <u>Place knowledge</u> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><u>Human and physical geography</u> - use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, sea, ocean, river, key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop</p>	<p>India <u>Locational knowledge</u> - name and locate the world’s seven continents and five oceans</p> <p><u>Place knowledge</u> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Geographical skills and fieldwork</u> - 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</p> <p><u>Human and physical geography</u> - 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</p>
	<p>Big Concepts Place, Space, Scale</p>	<p>Big Concepts Place, Space, Scale, Physical and Human Processes</p>	<p>Big Concepts Place, Space, Scale, Cultural Awareness, Cultural Diversity</p>



Year 3	<p>From Farm to Fork <u>Human and physical geography</u> - describe and understand key aspects of: - human geography, including: the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u> - 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.</p>	<p>How Mountains are Formed <u>Human and physical geography</u> 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><u>Geographical skills and fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational Knowledge</u> -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>Volcanoes and Earthquakes <u>Human and physical geography</u> describe and understand key aspects of: - physical geography, including volcanoes and earthquakes</p> <p><u>Geographical skills and fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational Knowledge</u> -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>Big Concepts Environmental Impact, Sustainable Development</p>	<p>Big Concepts Physical and Human Processes</p>	<p>Big Concepts Physical and Human Processes</p>



Year 4	<p>Locating Counties and Cities of the United Kingdom</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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 	<p>Settlements and Land Use</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of: - human geography, including types of settlement and land use <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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 	<p>Rivers and the Water Cycle</p> <p><u>Human and physical geography</u></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including rivers and the water cycle <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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
	<p>Big Concepts Place, Space, Scale, Interdependence</p>	<p>Big Concepts Environmental Impact</p>	<p>Big Concepts Physical and Human Processes, Environmental Impact</p>



Year 5	<p>Economic Activity Including Trade Links</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> - human geography, including economic activity including trade links <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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 	<p>South America</p> <p>Climates Zones, Biomes and Vegetation Belts</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - 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><u>Place knowledge</u></p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography</u></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including climate zones, biomes and vegetation belts 	<p>Planet Earth</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - 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)
	<p>Big Concepts</p> <p>Interdependence, Sustainable development</p>	<p>Big Concepts</p> <p>Place, Space, Scale, Physical and Human Processes, Cultural Awareness</p>	<p>Big Concepts</p> <p>Place, Space, Scale,</p>



Year 6	<p>A Comparison of Regions in the United Kingdom, Europe, and North America</p> <p><u>Human and physical geography</u></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><u>Place knowledge</u></p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Locational knowledge</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><u>Geographical skills and fieldwork</u></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>A study of the distribution of natural resources</p> <p><u>Human and physical geography</u></p> <p>- describe and understand key aspects of:</p> <p>- human geography, including: the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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</p> <p><u>Locational knowledge</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>Big Concepts</p> <p>Place, Space, Scale, Environmental Impact,</p>	<p>Big Concepts</p> <p>Sustainable Development, Interdependence</p>