



St Hubert's RC Primary School

Long-term plan: Geography Cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owls (Reception & Year 1)		Hot and cold places of the world. Continents (Y1) Through texts, observe life in other parts of the world (hot and cold). Look at similarities and differences between life in this country. Dressing up of different weathers (EYFS)		Name and locate and identify characteristics of London as a capital city. Use aerial photographs to recognise significant landmarks and basic human and physical features (Y1) Talk about the features of their own immediate environment and how environments might vary from one another (EYFS)		Retrieve information from a simple map- use maps from stories. Use imagination and ideas from stories to create own simple maps. Make a picture map of 'How to get to Forest school' linked to people who help us (EYFS) Simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of the surrounding environment (Y1)
Assessment of prior knowledge (before)	EYFS Understanding the World		EYFS Understanding the World		EYFS Understanding the World	
Knowledge (new learning)	To locate hot and cold areas of the world in relation to the Equator and the North and South Poles		Name, locate and identify characteristics of the four countries within the United Kingdom.		Use simple observational skills to study the geography of the school and its grounds.	

			Name, describe and compare familiar places. Link their homes with other places in their local community. Know about some present changes that are happening in the local environment e.g., at school. Suggest ideas for improving the school environment		Use simple maps of the local area e.g., large scale, pictorial etc. Use locational and directional language (e.g., near and far; left and right) to describe the location of features and routes. Make simple maps and plans e.g., pictorial place in a story. Use simple compass directions (North, South, East and West)
Skills	Describe seasonal weather changes. Identify hot and cold places of the world.		Use maps, atlases, and globes to locate the UK and its countries of the UK. Name, locate and describe the characteristics of the four countries of the UK		Ask simple Geographical questions. Use simple observational skills to study the school and its grounds. Make simple maps and plans. Use simple framework and observational skills to study their school and grounds and the key human and physical features. Devise a simple map and use and construct basic symbols in a key.
Vocabulary	Hot, Cold, Climate, Weather, Temperature, Thermometer, Equator, Physical features, Hill, mountain, beach, lake, desert, scorching, freezing, People, citizens, settlers, adapting, environment		United Kingdom- UK England, Scotland, Ireland, Wales Northern Ireland, English Channel, Home, Local area, Weather, Summer, Spring, Winter, Autumn Physical features, human features, Irish sea , Atlantic		local area, maps, town, city, rural, urban, seaside, village, settlement, grounds, fieldwork, physical features, human features, home, terraced, semi-detached, detached, bungalow, flats, apartment, Key, scale, symbol
Hawks (Year 1 & Year 2)		Use simple fieldwork and skills to study the geography of our school, school grounds and the key human and		Weather and Climate (Y2) Link to Continents (Y1)	Name and locate characteristics of the four countries and capital cities of the UK and its

		physical features of the surrounding environment (Y1 & 2)				surrounding seas (Oceans) (Y1 & Y2)
Assessment of prior knowledge (before)	Owls- UK countries and local area (Where I live)		Owls- Hot & cold places of the world Continents		Owls- Name and locate and identify characteristics of London as a capital city. Use aerial photographs to recognise significant landmarks and basic human and physical features	
Knowledge (new learning)	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. 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.		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 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 Pole		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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.	
Skills	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. 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 Geography – key stages 1 and 2.		Describe the seasonal weather conditions. Ask simple geographical questions e.g. What is it like to live in this place? Identify seasonal and daily weather patterns Identify hot and cold locations around the world.		Children will be able to name and locate the 7 continents of the world and the 5 Oceans.	

	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					
Vocabulary	key physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather key human features, including city, town, village, factory, farm, house, office, port, harbour and shop		Weather, Seasons, Spring, Summer, Autumn, Winter, Weather, forecast, Rain, Sun, Wind, Thunder, Snow, Cloudy, thermometer, temperature, United Kingdom		Continent, Oceans, Climate, Sustainability, Energy, human and physical features, equator, United Kingdom	
Red Kites (Yr3/4)		A region in the UK London UK Features		Human problem having a physical impact on Geography Rubbish and recycling- environmental study Reduce, Reuse, Recycle		Key aspects of Volcanoes and Earthquakes
Assessment of prior knowledge (before)	KS1- Local Area- 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.		Forest School PSHE- looking after our environment.		KS1- Continents, equator and tropics and climate. Local regional knowledge about landscape, settlement, and other key human features.	
Knowledge (new learning)	Name and locate a wider range of places in their locality, the UK and wider world. Name and locate a wider range of places in their locality, the UK and		To learn what happens to our waste when we throw it away and some of the consequences.		Name and locate major volcanoes in the world.	

	wider world including some globally significant features. Use geographical language to describe some aspects of human and physical features and patterns. Observe, record, and name geographical features in their local environments. Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.	To understand the importance of the 3 Rs and composting in reducing waste to landfill.	Describe the Geographical processes of mountains and volcanoes. Describe what the earth is made of.
Skills	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key physical features (e.g., mountain) and key human features. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Use geographical language to describe some aspects of human and physical features and patterns. Express their opinions on environmental issues and recognise that other people may think differently. Ask and respond to more searching geographical questions including 'how?' and 'why?'	Use geographical language to describe some aspects of human and physical features and patterns. Observe, record, and explain physical and human features of the environment. Identify and describe similarities, differences and patterns when investigating different places, environments, and people.
Vocabulary	United Kingdom, London, human features, physical features, region, river, lake, settlement, climate, mountain, population, vegetation, compass, direction, North, East, South, West, block of flats, office block, hospital, traffic jam, cinema, stadium, people, houses, roads, shop, river,	Environment, air, soil, water, plants, animals, waste, landfill, Reduce, Reuse, Recycle	Mantle, inner core, outer core, crust, molten rock, magma, volcano, erupts, tectonic plates, lava, active, dormant, extinct, friction, scale, ash cloud, vent, conduit, crater, throat, mountain

	cars, farm, cows/sheep, mountain, tractor, fields, wind turbine					
Buzzards (Yr4/5)		<u>Contrasting region in a European Country</u> Spain Significant human and physical features, location and place, environmental regions, geographical similarities, and differences compared to a region of the UK		Human and Physical Geography Trade links & Distribution of natural resources - Energy - Food - Minerals - Water		Geographical skills and fieldwork 8-point compass, looking at a 4 and 6 figure grid reference, O.S. mapping and keys and symbols- how to create their own key and map
Assessment of prior knowledge (before)	LKS2 & KS1- Continents, equator and tropics, forest type, settlement and climate. Local regional knowledge about landscape, settlement and other key human features.		Class 3- Three R's (Reuse, Recycle, Reduce)		LKS2 & KS1- Study of Local Area	
Knowledge (new learning)	Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within Europe. Locate the world's countries, using maps to focus on Europe (including the location of Spain), concentrating on their		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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)		Learn how to use an 8-point compass, looking at a 4 and 6 figure grid reference, O.S. mapping and keys and symbols- how to create their own key and map. 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,	

	environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian, and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Physical geography, including biomes, climate zones. Human geography, including types of settlement and land use. Human geography, including economic activity. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.		symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Skills	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 & digital technologies. Use the four (introduce eight) points of a compass to build their knowledge of the wider world.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Use the eight compass points and recognise some Ordnance Survey symbols on maps. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.

	Use symbols and key to build their knowledge of the wider world Name and locate an increasing range of places in the world including globally and topically significant features and events. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Describe how features and places change and the links between people and environments.		Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Recognise geographical issues affecting people in different places and environments. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.		Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	
Vocabulary	Economy, Climate, Region, Europe, Oceans, Environment, Spain, Physical, Human, Characteristics, Local area, Biome, Seasons, Weather, Land, United Kingdom		economic activity, trade (including fair trade), distribution, resources, hemisphere, latitude, longitude, import, export, renewable		Grid reference, Atlas, Ordnance survey, Longitude, Latitude, time zone, continent, countries, borders, symbols, humidity, biome, climate, vegetation, temperate arid, tropical, Mediterranean, Tundra, deciduous forest, dessert, rainfall, population, deforestation, sustainability, tectonic plates, volcanoes, mountains, tourism	
Eagles (Y6)		World's Countries and Key features <u>South America-</u> Brazil Location & characteristics of a range of human and physical features,		Human Geography Amazon Basin, biomes, climate zones, vegetation belts		Geographical skills and fieldwork O.S. Mapping work, Use and apply mapping skills in KS2 in fieldwork in the

		locational and place knowledge, environmental regions, geographical similarities, and differences compared to a region of the UK				local area using a range of methods, including sketch maps, plans, graphs and digital technologies
Assessment of prior knowledge (before)	KS1- Hot and cold places in the world LKS2- Continents, equator and tropics, forest type, settlement, and climate. Local regional knowledge about landscape, settlement and other key human features.	KS1- Hot and Cold places in the world. Class 5- Cycle A- Know that Brazil is in South America. Know the key human and physical features of Brazil			Year 4/5- 8-point compass, looking at a 4 and 6 figure grid reference, O.S. mapping and keys and symbols- how to create their own key and map. LKS2 & KS1- Study of Local Area	
Knowledge (new learning)	Knowledge of locations, places and their features, human and physical processes and key terminology Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within South America.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle.			O.S. Mapping work, Use and apply mapping skills in KS2 in fieldwork in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	

	Working like a geographer: use of geographical information from maps, atlases, globes. Use of different types of maps, graphs and information. Use of GIS for mapping and weather information. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Possible link to local fieldwork – weather surveys, photographs and field sketching.		
Skills	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Name and locate an extensive range of places in the world including globally and topically significant features and events. Communicate geographical information using a wide range of methods including writing at increasing length.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.

Vocabulary	Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban, population, pollution, flora/fauna, vegetation, networks, minerals, energy.	Amazon, Amazon Basin, South America, Latitude, Longitude, Equator, Region, Amazon River, Tributaries, Source, Mouth, Rainforest, Climate, Vegetation, Biome, Settlement, Transport	Grid reference, Atlas, Ordinance survey, Longitude, Latitude, time zone, continent, countries, borders, symbols, humidity, biome, climate, vegetation, temperate arid, tropical, Mediterranean, Tundra, deciduous forest, dessert, rainfall, population, deforestation, sustainability, tectonic plates, volcanoes, mountains, tourism
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