



St Hubert's RC Primary School



Long-term plan: Geography Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Understanding the World- Our homes and different environments		Understanding the World- Messy Maps- the environment around us- school		Understanding the World- Changing seasons
Vocabulary		Home House Local area Roof Door Windows Shop Signs House number		School Building Field Playground		Summer Winter Autumn Spring Warm clothes Protection
Class 1		UK countries and local area (Where I live)		Hot & cold places of the world Continents		Fieldwork on the school grounds
Assessment of prior knowledge (before)	EYFS Understanding the World- Our homes and different environments		EYFS Understanding the World- Changing Seasons		EYFS Understanding the World- Messy Maps- the environment around us	
Knowledge (new learning)	Name, locate and identify characteristics of the four countries within the United Kingdom. Name, describe and compare familiar places. Link their homes with other places in their local community.		To locate hot and cold areas of the world in relation to the Equator and the North and South Poles		Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g., large scale, pictorial etc. Use locational and directional language (e.g., near and far; left	

	Know about some present changes that are happening in the local environment e.g., at school. Suggest ideas for improving the school environment			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	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		Describe seasonal weather changes. Identify hot and cold places of the world.		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	The 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		Hot, Cold, Climate, Weather, Temperature, Thermometer, Equator, Physical features, Hill, mountain, beach, lake, desert, scorching, freezing, People, citizens, settlers, adapting, environment		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
Class 2		Where I live and play (UK) Mapping and understanding of Local Area		Seasonal and daily weather	Non-European country- Africa and oceans
Assessment of prior knowledge (before)	EYFS Understanding the World- Messy Maps- the environment around us Year 1- UK countries and local area (Where I live)		Year 1- Hot & cold places of the world Continents EYFS Understanding the World- Changing Seasons		Year 1- Hot & cold places of the world Continents

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.	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.	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
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. 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	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	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and Africa Children will be able to name and locate the 7 continents of the world and the 5 Oceans. Identify hot and cold locations around the world. Talk about the similarities and differences between Hull and Africa considering climates changes
Vocabulary	key physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	Weather, Seasons, Spring, Summer, Autumn, Winter, Weather, forecast, Rain, Sun, Wind, Thunder, Snow, Cloudy,	Continent, Oceans, Africa, Climate, Sustainability, Energy, human and

	valley, vegetation, season, and weather key human features, including city, town, village, factory, farm, house, office, port, harbour and shop		thermometer, temperature, United Kingdom		physical features, equator, hot, Kenya, United Kingdom
Class 3 (Yr3/4)		Key aspects of the Water Cycle		A region in the UK Lake District UK Features	Geographical skills and fieldwork Use and create maps, how to use atlases and globes, digital mapping to locate countries and describe features studied
Assessment of <u>prior</u> knowledge (before)	Year 1- Hot & cold places of the world Continents		KS1- Study of Local Area		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.
Knowledge (new learning)	Children will be able to show an understanding of the key features of the water cycle and the distribution of natural resources and how this contributes to contrasting environments.		Children will be able to: - Use maps at more than one scale. - Use an atlas by using the contents and index page. - Link features of maps to photos and aerial views.		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 the 8 points of a compass with a map. - Make links between features observed in the environment to those on maps and aerial photos.	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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To be able to create maps and plan routes around the local area, using the 8 points of the compass.
Skills	Use geographical language to describe some aspects of human and physical features and patterns. Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. 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. Make observations about places and features that change over time. Name and locate a wider range of places in their locality, the UK and wider world. Ask and respond to more searching geographical questions including 'how?' and 'why?'	Observe, record, and name geographical features in their local environments. 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. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.
Vocabulary	water cycle condensation/condensing evaporation/evaporating precipitation degrees Celsius evaporation purification transportation storage	settlement countryside village town city. mountain lake farm village	Grid reference, Atlas, Ordnance survey, Longitude, Latitude, time zone, continent, countries, borders, symbols, humidity, biome, climate, vegetation, temperate arid, tropical, Mediterranean, Tundra, deciduous forest, desert, rainfall, population, deforestation,

	condensation percolation		human features physical landscape hills rivers buildings trees plants climate		sustainability, tectonic plates, volcanoes, mountains, tourism	
Class 4 (Yr4/5)		Key Aspects of Mountains		World's Countries and Key features <u>North America</u> - USA (choose a state) Location & characteristics of a range of human and physical features, locational and place knowledge, environmental regions, geographical similarities, and differences compared to a region of the UK		Human Geography biomes, climate zones, vegetation belts Link to previous units Brazil and Russia.
Assessment of <u>prior</u> knowledge (before)	LKS2 & KS1- Continents, equator and tropics, forest type, settlement and climate. Local regional knowledge about landscape, settlement and other key human features.		Year 1- Hot & cold places of the world Continents		KS1 – 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. LKS2 – Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.	

Knowledge (new learning)	Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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	Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. Pupils will study the physical geography of a region within North America, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Pupils will study the human geography of a region within North America, including types of settlement and land use. Children will use maps, atlases and globes to locate places and describe features studied.	Children will use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs, and digital technologies. Children will use the eight points of a compass and four and six-figure grid references.
Skills	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. Use geographical language to identify and explain some aspects of human and physical features and patterns.	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. Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Children will use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs, and digital technologies. Children will use the eight points of a compass and four and six-figure grid references.
Vocabulary	Ascend Base Contours	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country,	analyse, biome, classify, climate, compass, data, eastings, ecosystem, fieldwork, grid

	Descend Erosion Elevation Fold mountain Peak Tectonic plates Valley Volcano		desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, oce, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather		references, habitat, identification, latitude, longitude, measuring, native, northings, observing, precipitation, present, qualitative, quantitative, recording, species, temperate, tropic of Cancer, tropic of Capricorn, vegetation, vegetation belt	
Class 5 (Yr5/6)		Contrasting region in a European Country Germany Significant human and physical features, location and place, environmental regions, geographical similarities, and differences compared to a region of the UK		Key Aspects of Rivers		World's Countries and Key features North America- Alaska Biomes, climate zones, vegetation belts, environmental regions, geographical similarities, and differences compared to a region of the UK
Assessment of <u>prior</u> knowledge (before)	London/Lake District- LKS2 Local Area- KS1 Continents and Oceans- KS1		LKS2- water cycle in Geography and Science		Class 4- Western USA Cycle B Class 3- Volcanoes and Mountains Cycle B	
Knowledge (new learning)	Describe and understand key aspects of:		Children will develop their views and attitudes to critically evaluate responses		Children will be able to:	

	- physical geography, including climate zones, vegetation belts, rivers, mountains. - 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	to local geographical issues or global issues and events. Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?	- find out about a US state and explain what it would be like to live there. - describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area. - outline the main physical features of the Rocky Mountains and how people use them. - find the United States of America on a map and explain its name.
Skills	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. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.	Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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	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. 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.
Vocabulary	Europe Germany Region	River Main channel	The Caribbean Central America Denali Great Lakes

	Continent Coastal Climate Rivers Mountains	River catchment Source River mouth Downstream Upstream Upper, middle and lower courses - Upper course Middle course Lower course Tributary: Confluence Meander Flood Plain Erosion Transportation Deposition. Delta Estuary	Latitude longitude Mississippi River Northern Hemisphere Western Hemisphere Canada The Caribbean Central America Mexico state glacier habitat mountain range national park wilderness wildlife Cascades eruption mountain range north-west
--	--	--	--

Cycle A: 2023-24

Cycle B: 2024-25