

## Geography Long Term Plan: Route A

	Autumn		Spring		Summer	
<b>EYFS</b>	<b>Once upon a time!</b>	<b>Walking round the zoo</b>	<b>Travel through London</b>	<b>Let's go on a journey!</b>	<b>A gardeners world</b>	<b>We could be heroes!</b>
	Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. Talk to children about their friends, their families, and why they are important. Encourage children to talk about their own home and community life, and to find out about other children's experiences.	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.	Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.	Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles. Developing an understanding of growth, decay and changes over time.	Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.	Encourage children to talk about their own home and community life, and to find out about other children's experiences.
<b>Years 1/2</b>	<b>Do all homes have moats?</b>	<b>What did Old McDonald have on the farm?</b>	<b>How wonderful is Winsford?</b>	<b>Where did the Rainbow Fish swim?</b>	<b>Who was braver Columbus or Armstrong?</b>	<b>Where does it rain more India or England?</b>
	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. Study aerial photos of a variety of homes including castles.	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. Identify 4 compass points Follow a simple map Create a simple map	Find key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Locate key features of Winsford including train station, shops, river, houses, school, church etc.	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. Find UK on a map Identify Europe Identify other European counties Compare Europe to Asia Label a UK map and include the 4 countries and seas and oceans	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. Locate continents of the world Name some seas and oceans Locate Italy and America.	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 Work out how to get to India Look at different weather in the regions of India Understand the word climate Identify different geographical features in India e.g. mountains, jungle, coastal areas, urban areas etc.
<b>Years 3/4</b>	<b>How have humans survived over time?</b>		<b>What makes the world go round?</b>		<b>How does the spread of the Roman Empire affect us today?</b>	
	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 Find where in the UK, settlements were created. Locate key cities in the UK. Understand how settlements have changed over time.		Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Identify where Volcanoes are around the world. Learn how Volcanoes are formed. Study the work of a volcanologist Consider the effect of volcanoes on people's lives. Find where earthquakes occur in the world. Learn how volcanoes occur Study the work of a seismologist. Consider the effect of earthquakes on people's lives. Understand the key elements of the water cycle. Understand how the amount of rainfall can effect different parts of the world.		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 Identify where Italy is, consider its climate and natural resources. Understand how land has been used in different ways. Consider how Italy has been at risk of earthquakes.	
<b>Year 5/6</b>	<b>Who got what in the Anglo Saxon and Viking struggle for England?</b>		<b>What is it like in South America?</b>		<b>Medicine and Diseases</b>	<b>All That I Am</b>
	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 Understand. Locate major cities in the UK and Europe. Explain why invaders chose to settle where they did. Consider how invaders used the land to their advantage.		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 Name and locate the countries of South America. Identify key geographical features such as mountains and rivers. Create both human and physical maps of a continent. Locate important cities throughout the continent.		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) Locate a position within the continent using a grid reference. Begin to use longitude and latitude. Use geographical terminology to locate a position Use and understand the term hemisphere.	

## Geography Long Term Plan: Route B

	Autumn		Spring		Summer	
EYFS	<b>Once upon a time!</b>	<b>Walking round the zoo</b>	<b>Travel through London</b>	<b>Let's go on a journey!</b>	<b>A gardeners world</b>	<b>We could be heroes!</b>
	Involvement children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. Talk to children about their friends, their families, and why they are important. Encourage children to talk about their own home and community life, and to find out about other children's experiences.	Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.	Shows interest in different occupations and ways of life. Shows interest in the lives of people who are familiar to them.	Share stories that reflect the diversity of children's experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Shows care and concern for living things and the environment.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Year 1/2	<b>Where is the naughty bus going to take us?</b>	<b>Fire! Fire! How did the fire start?</b>	<b>Can a Kangaroo live in the Arctic?</b>	<b>Who had more fun?</b>	<b>When will I become a giant?</b>	<b>Why do we love to be beside the seaside?</b>
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Investigate aerial photographs. Use iPads to take photos of objects of different perspectives. Know the difference between human and physical features. Name the 4 countries of the UK. Locate and label on a map.	Name and recognise key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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.	Name and locate the world's seven continents and five oceans. 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. Identify where the UK is in the world. Understand that we are part of the continent of Europe. Name and locate other continents in the world. Compare and contrast different climates. Know and use the terms 'equator', 'North Pole' & 'South Pole'.	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.	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.	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify features of the seaside such as coast, beach and cliff. Explain why each one is important. Carry out fieldwork observations. Compare different coastlines in the UK and around the world.
Year 3/4	<b>Why is the River Nile so important?</b>		<b>How did World War II change our lives today?</b>		<b>Why is Beeston Castle located in the best place?</b>	<b>Why has Greece always been in the news?</b>
	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.		Locate the equator, northern and southern hemisphere. Locate all the major countries involved in WWII. To understand who our allies were using a range of sources to identify.		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. Identify where the River Nile is using a variety of sources. Identify the different uses for the River Nile. Discover how the River Nile is formed from Source to Sea. Study the land around the Nile and discover what it is used for.	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. Look at different types of photos including aerial and satellite and drone footage of Beeston Castle. Carry out sketches of Beeston Castle and take photographs. Collect measurements of and around Beeston Castle.
Year 5/6	<b>Who were the Mayans and what have we learnt from them?</b>		<b>Where shall we go on our journey to North America?</b>		<b>Why is it night in Australia when it's morning in the UK?</b>	<b>All That I Am</b>
	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. 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 in North or South America.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate a country using an atlas. Locate a city using an atlas. Locate physical features and the symbols used to represent them.		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. Locate mountains and rivers within the UK. Locate mountains and rivers in North America. Use geographical language to compare and contrast these. Locate the Grand Canyon.	