



Geography Long Term Planning 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Where do I live?</p> <ul style="list-style-type: none"> Bring in picture of house. Draw a picture of their house. Discuss why their house is special to them. What other buildings are special to them? Children will be exposed to maps across the environment. <p>Postcards of where children visit to be placed by the map so the children can gain an understanding of different areas</p>		<p>Child Led Topic</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. <p>Draw information from a simple map.</p>		<p>What journeys do people go on?</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Children to be exposed to the landmarks of the world. Look at the weather and animals that the character might encounter in the North Pole Discuss the different continents and the seas where the character travels through on a map. 	
Year 1	<p>Where do I go to school?</p> <ul style="list-style-type: none"> Label an aerial view picture of the classroom/the school and woodland area. Use the aerial picture to find where the wild things are images around the school/woodland. Set instructions of how to get from our classroom to another part of school. 			<p>Why does it seem to rain so much?</p> <ul style="list-style-type: none"> Look at how the weather has changed over the year. To identify seasonal and daily weather patterns in the United Kingdom different types of weather; measure rainfall. Set up a class weather station. Compare weather to other countries 		<p>Where did Paddington Bear come from?</p> <ul style="list-style-type: none"> Where did Paddington come from to where he is now. To look at how the weather might be different and how does this link to what different plants might be grown in the two places. To understand geographical similarities and differences through studying the



	<ul style="list-style-type: none">• Use google maps - locate where you live and draw your route to school• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.• Learn how maps work, what a bird's eye view is, the difference between physical and human features are and how a key on a map work.• Compass points and directions.					human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Year 2		What makes Winsford wonderful? <ul style="list-style-type: none">• Identify where Winsford is on a simple map.	How do the United Kingdom and Australia differ? <ul style="list-style-type: none">• Understand geographical similarities and	What makes our world wonderful? <ul style="list-style-type: none">• Name and locate the world's 7 continents and 5 oceans		



		<ul style="list-style-type: none">• Know how to read a simple key.• Know how to identify a range of human and physical features.• Create a map of Winsford. <p>United Kingdom</p> <ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.• Use world maps, atlases and globes to identify the United Kingdom and its countries.• Use basic geographical vocabulary to	<p>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>	<ul style="list-style-type: none">• Use world maps, atlases and globes to identify the continents and oceans• Identify the location of hot and cold areas of the world in relation to the equator and north and south pole• Use simple compass direction (North, South, East and West) and locational and directional language.		
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		refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features including: city, town, village, factory, farm, house, office, port, harbor and shop.				
Year 3		How is Winsford linked to salt? <ul style="list-style-type: none">Analyse and discuss a map of the local area, using Digimaps.Analyse map of local area, including salt mines. Discuss		Why do so many people visit megacities? <ul style="list-style-type: none">Observe and describe the key features of citiesDescribe and begin to explain the distribution of megacities across the		Why are deserts so dry and jungles so wet? <ul style="list-style-type: none">Observe, describe and explain in basic terms the pattern of climate in the United KingdomIdentify, describe and begin to offer



		<p>human and physical features of maps using a key.</p> <ul style="list-style-type: none">• Plan and discuss a route to the salt mines, from school, using digimaps.• Create a sketch map of the local area, including salt mine.• Visit salt mines.		<p>continents of the world</p> <ul style="list-style-type: none">• Identify and locate the top 10 cities in the United Kingdom with the largest populations• Understand the main reasons why the population of any city can increase• Compare and contrast the benefits and disadvantages of city• Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.		<p>reasons for the distribution of different types of climate around the world</p> <ul style="list-style-type: none">• Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world• Construct a climate graph from temperature and rainfall data for their home location• Understand how climate affects both the landscape of different biomes and the plants and animals that can live there <p>describe and explain how plants and animals</p>
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						are adapted to the climate
Year 4		<p>What has Cheshire got to do with salt?</p> <ul style="list-style-type: none">• Name and locate counties and cities of the United Kingdom. Focusing on counties that surround Cheshire.• Begin to use the eight points of a compass, four-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom.• Use fieldwork to observe, measure, record and present the human and		<p>Who are Britain's National Parks For?</p> <ul style="list-style-type: none">• Identify, locate, describe and explain the distribution of the 15 National Parks in the UK.• Observe and record the common key natural features of the National Parks of the UK.• Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK.		<p>Greece and Europe study - Why do some earthquakes cause more damage?</p> <ul style="list-style-type: none">• Identifying human and physical characteristics of geographical regions in the United Kingdom. (link to study of Ancient Greece. Locate the countries in Europe. Use maps to name and locate environmental regions and major cities.• Understand geographical similarities and differences through the study of human and



		physical features in the locality.		<ul style="list-style-type: none"> Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park. <p>Recognise, describe and explain the features of a hill</p>		<p>physical geography of a region of the United</p> <ul style="list-style-type: none"> What makes a Mediterranean biome?
Year 5		<p>How do rivers support the transport of salt?</p> <ul style="list-style-type: none"> Identify and describe how physical features of rivers change from source to mouth. Compare and contrast the River Axe to the River Weaver. Recognise and explain why the salt mines are located close to the River Weaver. 		<p>Why are mountains so important?</p> <ul style="list-style-type: none"> Recognise, identify and explain what a mountain is. Identify, locate and describe the location of the largest ranges of mountains. Explain how the movement of plates of the Earth's crust can form ranges of fold mountains. Demonstrate that they can understand how fossils form. 		<p>How do volcanoes affect the lives of people on Himaey?</p> <ul style="list-style-type: none"> Identify, describe and compare and contrast the countries of Europe. Compare and contrast using appropriate geographical vocabulary, the physical and human geography of Vestmassaeyjar with that of the local area/region.



		<ul style="list-style-type: none">• Explain how the local area changed when the salt mines opened.				<ul style="list-style-type: none">• Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.
Year 6				<p>Our Environment-How can we live more sustainably?</p> <ul style="list-style-type: none">• Describe and understand key aspects of 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.	<p>What is erosion and why does it happen?</p> <ul style="list-style-type: none">• Focus on physical causes and human impact to UK coastlines.• Study coastal erosion and how coastlines can be protected.• Locate coastlines on map of UK• Record and present the physical features using a range of methods including sketch maps, plans and graphs and digital technologies.	



				<ul style="list-style-type: none">• To recognise how people can improve the environment or damage it. To know how decisions about places and environment affect the future quality of people's lives Looking after the environment	
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