

# Geography Long Term Plan 2024/2025

## Foundation Stage Term 1

### The Natural World

- Draw information from a simple map.
  - Explore the natural world around them.
- Describes some features of plants and animals and identifies when things are the same and different.
  - Notices, observes and talks about seasonal changes.

### People, Culture and Communities

- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them.
- Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.
- Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali

## Foundation Stage Term 2

- Describe what they see, hear and feel whilst outside.
  - Understand the effect of changing seasons on the natural world around them.
  - Recognise some environments that are different to the one in which they live.
  - Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.
- Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate different times in different ways.
- Recognise some similarities and differences between life in this county and life in other countries.
- Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment.
  - Describes a journey within the local environment.

## Foundation Stage Term 3

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

## Year 1 Term 1 – Marvellous Me (My Locality)

Overview – In this topic, pupils will begin to learn about what it means to be a geographer through exploring their own locality, starting with the understanding of their own home, school, as well as routes to local places of interest. Children will explore the local area through a walk around the village, being able to identify buildings as well as some physical geographical features (hill, river, etc.) They will also be introduced to maps, both of the local area, school grounds and of the United Kingdom. Children will learn about the four countries of the UK and understand where Laceby is situated within these. There are more opportunities for field work through a trip to Cleethorpes for the day. Children will visit the local recycling centre as they explore the big question **“What happens to our rubbish?”** This topic is where the children will first be introduced to the 5 key concepts of geography.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Locate and name the four countries of the UK and where local area is within them</li> <li>• Locate and name the surrounding seas of the UK</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences of geographical features in local environment</li> <li>• Talk about people and places in local environment</li> <li>• Compare local environment with another town/city</li> <li>• Talk about people and places beyond my local environment</li> <li>• Identify key features of a location and say whether it is a city, town, village, rural area, etc.</li> </ul> <p>Physical Geography</p>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Compare and contrast human features of my local area and other place studied within UK</li> <li>• Identify land use in local area and around school</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm and house.</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Look at aerial maps of school and local area</li> <li>• Identify places of interest during walk around local area</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Walk around village</li> <li>• Visit to local recycling centre</li> <li>• Trip to Cleethorpes</li> </ul>	<ul style="list-style-type: none"> <li>• What happens to our rubbish? (SDG 12 – Responsible Production and Consumption)</li> </ul>

<ul style="list-style-type: none"> <li>• Compare and contrast physical features of my local area and other place studied within UK</li> <li>• Identify physical differences of a rural village and a local coastal town</li> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, forest, hill, mountain, sea, ocean, river and weather.</li> </ul>				
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### Year 1 Term 2 – Animals Around the World (Continents & Seas)

Overview – In this topic, pupils will be introduced to geography as understanding the wider world. They will look at a globe and world atlas and understand how the world and its countries are separated into continents. Children should begin to be able to name the continents and point out where they are on a simple map. Through their science work, the children will be learning about animals and this can be linked to geography: identifying what animals might be found in the different continents. Children could look at specific non-European countries of interest, through stories, and identify human and physical geographical features. The big question for this topic is **“How do we look after animals?”** where children can look at zoos and other areas of conservation.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Locate and name the continents on world map</li> <li>• Locate countries of interest linked to animals studied</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences of features in locality within a country of interest</li> <li>• Talk about people and places in country of interest</li> <li>• Identify key features in a city outside of UK</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Compare and contrast human features of my local area and other place studied outside of UK</li> <li>• Identify land use in country of interest</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm and house.</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use a simple atlas and globes to locate the continents and some countries of interest</li> </ul>		<ul style="list-style-type: none"> <li>• How do we look after animals? (SDG 15 – Life on Land)</li> </ul>

<p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Compare physical geography of different animals' habitats</li> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, forest, hill, mountain, sea, ocean, river and weather.</li> </ul>				
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### Year 1 Term 3 – Mini-Beasts (School Grounds)

Overview – In this topic, pupils will look at the immediate school grounds, with a focus on developing and consolidating map skills and field work. Children will look at the school grounds and find a suitable place for a mini-beast hotel, linked to their science learning. Children will have the opportunity to make a map of the school grounds using a simple key and aerial view. Further field work can take place where children can make observations around the nature area, perhaps taking part in a pond dip. Children will also explore the big question **“How can we keep our school safe for wildlife?”** through their map work of the school grounds.

Places	People	Maps	Fieldwork	Sustainability
<p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Identify weather patterns in UK</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis</li> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, forest, hill, mountain, sea, ocean, river and weather.</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Understand how weather impacts people</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Make simple map of school grounds</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Map/risk assess school grounds – Mini-beast hotel</li> <li>• Make observations in school grounds</li> <li>• Pond dip</li> </ul>	<ul style="list-style-type: none"> <li>• How can we keep our school safe for wildlife? (SDG 11 – Sustainable Communities)</li> </ul>

## Year 2 Term 1 – Castles (Countries of the UK)

Overview – In this topic, pupils will learn in more depth about the countries of the UK. Building on their introduction in year 1, they will learn more locations within the four countries and key characteristics or places of interest within the different countries. Children will use map skills to locate different places, under the theme of “castles”. Through this theme, field work could be conducted by visiting a local site that contains a castle. This field trip will provide the opportunity to learn and consolidate vocabulary linked to human and physical geographical features. Children can explore the big question **“Why is it important to look after heritage sites?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Locate areas of interest for topic, including a locality with a castle</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Recognise similarities and differences of features in locality studied</li> <li>Talk about people and places in locality of interest</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>Explore physical geography of castle sites and consider why these were chosen</li> <li>Use basic geographical vocabulary to refer to key physical features, including: weather, season, soil, valley and vegetation (in addition to previously taught vocab).</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>Compare and contrast human features of my local area and other places studied within UK</li> <li>Identify land use in places where castles are built</li> <li>Compare land use across countries of the UK</li> <li>Use basic geographical vocabulary to refer to key human features, including: factory, farm, house, office, port, harbour and shop (in addition to previously taught vocab).</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use simple compass directions (north, south, east and west) and to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>Visit a local site with a castle</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to look after heritage sites? (SDG 11 – Sustainable Communities)</li> </ul>

## Year 2 Term 2 – Animals / Penguins (Continents & Seas)

Overview – In this topic, children will explore the big question of **“How can we protect our oceans?”** They will build on their learning from Year 1, developing a firmer knowledge of the names of the continents and progressing to naming oceans and seas. Children will also begin to understand where the equator is and how this relates to places being hot and cold. As they study different animals, such as penguins, they can learn about communities of interest and make comparisons with the UK.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Name and locate the world’s 7 continents, 5 oceans and some seas.</li> <li>Locate areas of interest for topic</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Recognise similarities and differences of features in localities studied</li> <li>Talk about people and places in locality of interest</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>Relate the location of hot and cold areas of the world to the Equator and North/South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: weather, season, soil, valley and vegetation (in addition to previously taught vocab).</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>Compare and contrast human features of my local area and other places studied outside of the UK</li> <li>Use basic geographical vocabulary to refer to key human features, including: factory, farm, house, office, port, harbour and shop (in addition to previously taught vocab).</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (north, south, east and west) and to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>Visit Far Ings Nature Reserve</li> </ul>	<ul style="list-style-type: none"> <li>How can we protect our oceans? (SDG 14 – Life Below Water)</li> </ul>

## Year 2 Term 3 – Humber Bridge (Maps & Field work)

Overview – In this topic, children will focus on comparing their own locality with another locality within the region. Children will consider the big question **“How does the Humber Bridge impact our local area?”**, thinking about how human geography is impacted mainly. Children will have opportunities to broaden their fieldwork skills and to study maps of the area. They will also develop their locational knowledge by identifying a range of significant bridges, both nationally and globally. They will learn a new map skill of reading simple grid references.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Locate areas of interest for topic – Humber Bridge, other famous bridges, etc.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Recognise similarities and differences of features in localities studied</li> <li>Talk about people and places in locality of interest</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>Relate the location of hot and cold areas of the world to the Equator and North/South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: weather, season, soil, valley and vegetation (in addition to previously taught vocab).</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>Compare and contrast human features of my local area and other places studied outside of the UK</li> <li>Use basic geographical vocabulary to refer to key human features, including: factory, farm, house, office, port, harbour and shop (in addition to previously taught vocab).</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>Learn and use the four points of a compass to describe the location of features on a map</li> <li>Use locational and directional language such as: near, far, left, right to describe the location of features on a map</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> <li>Devise a simple map, and use and construct basic symbols in a key</li> <li>Use simple grid references (A1, B1)</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>Visit Humber Bridge</li> </ul>	<ul style="list-style-type: none"> <li>How does the Humber Bridge impact our local area? (SDG 9 – Industry, Innovation &amp; Infrastructure)</li> </ul>

## Year 3 Term 1 – Egypt/Africa (Depth Study of Continent)

Overview – In this topic, children will broaden their knowledge of the world by understanding a continent in more depth. It will be of interest to the children to focus on Egypt, as this links to their history and literacy work. However, the children should begin to understand the diversity and range of physical and human geographical features that can exist across a singular continent. This should be an opportunity to challenge possible stereotypes children might have about a non-European continent. Children will develop their learning from year 2, where they were introduced to the Equator and Poles, by understanding the Northern and Southern Hemispheres. Children will begin to look at human and physical geographical features such as population, land use and climate. Children will begin to ask enquiring questions about places, including the big question **“Does everywhere have access to clean water?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate a range of countries and their capital cities.</li> <li>• Name and locate some non-European countries and locate areas of significance (including Egypt)</li> <li>• Identify the position and significance of the Equator and Northern and Southern Hemispheres.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</li> <li>• Compare the UK to a non-European country.</li> <li>• Study pictures/videos and other sources of two differing localities, one in the UK and one in a contrasting European</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Compare and contrast human features of my local area and other places studied outside of the UK</li> <li>• Describe and understand key aspects of human geography:</li> <li>• In Egypt (and other locations), look at types of settlement and land use; study culture, population and trade within these areas</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, symbols and a key.</li> <li>• Develop understanding of digital maps to identify geographical features.</li> </ul>		<ul style="list-style-type: none"> <li>• Does everywhere have access to clean water? (SDG 6 – Clean Water &amp; Sanitation)</li> </ul>



<p>country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography</li> <li>• In Europe and Egypt look at; climate, vegetation and key physical landmarks</li> </ul>				
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### Year 3 Term 2 – Pre-historic Britain (Countries of the UK / Coastlines)

Overview – In this topic, children will deepen their knowledge of the UK, following their work in KS1. They will progress from looking at countries and key cities, to beginning to name the different counties of the UK. They will also study a theme of coastlines of the UK. This will provide an opportunity for fieldwork with a visit to a coastal town or village. Children can develop their fieldwork skills to begin to create sketch maps during a visit to a place of geographical interest. During the fieldwork, children will consider the big question **“What is conservation? How does this take place at a coast?”** Around the fieldwork project, they will continue to build on the new areas of human and physical geography that are introduced within this key stage.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK and make comparisons.</li> <li>• Locate places of interest linked to a topic (coastlines)</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences of features in localities studied</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Compare and contrast human features of my different coastline communities</li> <li>• Look at types of settlement and land use; study culture, population and trade within these areas</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, symbols and a key.</li> <li>• Develop understanding of digital maps to identify geographical features.</li> <li>• Use fieldwork to observe human and physical</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Coastal visit</li> </ul>	<ul style="list-style-type: none"> <li>• What is conservation? How does this take place at a coast? (SDG 14/15 – Life Below Sea/On Land)</li> </ul>

<ul style="list-style-type: none"> <li>• Talk about people and places in locality of interest</li> <li>• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</li> <li>• Compare places with a similar geographical theme (coastlines)</li> <li>• Draw pictures to show how places are different and write comparatively to show the difference.</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Describe key aspects of physical geography linked to coastal environments</li> </ul>	<ul style="list-style-type: none"> <li>• Study different types of land use across the counties of the UK</li> <li>• Ask questions about how the physical geography of a place affects the human geography</li> </ul>	<p>features in the local area using a range of methods, including sketch maps.</p>		
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### Year 3 Term 3 – Italy (Depth Study of Country / Volcanoes)

Overview – In this topic, children will study the physical geography of volcanoes as they also look at the historical story of Pompeii. Linked to this, they will develop their human geography and place knowledge by studying Italy in depth. Children will be able to make comparisons between the human and physical geography of a European city, compared to the UK. This will be their first opportunity to study a country in depth. The big question they will think about for this topic is **“How do communities re-build after a volcanic eruption?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate a range of countries in Europe and their capital cities.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare places to each other and explain why they</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography:</li> <li>• In Italy, look at types of settlement and land use; study culture, population</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, symbols and a key.</li> </ul>		<ul style="list-style-type: none"> <li>• How do communities re-build after a volcanic eruption? (SDG 11 – Sustainable Communities)</li> </ul>

<p>are similar or different from other places in the same country and elsewhere in the world.</p> <ul style="list-style-type: none"> <li>• Compare the UK to a European (Italy) country.</li> <li>• Compare places with a similar geographical theme (volcanoes)</li> <li>• Study pictures/videos and other sources of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Volcanoes – understand processes using correct vocabulary: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude</li> </ul>	<p>and trade within these areas</p> <ul style="list-style-type: none"> <li>• Consider ideas for sustainable living and look at good examples</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of digital maps to identify geographical features.</li> </ul>		
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## Year 4 Term 1 – Settlements & Settlers – Anglo-Saxons / Refugees (Europe)

Overview – In this topic, children will learn about what the term settlement means and what physical geographical features are beneficial for a settlement. They will also begin to locate and identify the names of the majority of the countries throughout Europe, in particular some that are linked to the Anglo-Saxons. Pupils will think about settlers through the lens of refugees and begin to understand the concept of displacement. They will consider the big question **“How do we build a sustainable and inclusive community?”** Children will build on their knowledge of places within the UK by continuing to learn about the different regions of the UK and key characteristics. There is opportunity for fieldwork by studying how Lacey works as a settlement. This will show clear progression of understanding from their village walk back in key stage one.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate geographical regions of the UK and their identifiable human and physical characteristics, including hills, mountains, rivers and seas</li> <li>• Locate and name the countries and capital cities within Europe</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</li> <li>• Study pictures/videos and other sources of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Human geography: identify the range of settlements and land use across regions; develop understanding of farming of natural resources.</li> <li>• Begin to understand the impact of displacement and immigration on human geography.</li> <li>• Identify similarities and differences between human geography across Europe.</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, symbols and a key.</li> <li>• Use maps with a key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use fieldwork to observe human and physical features in the local area using a range of methods, including sketch maps and plans.</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Lacey as a settlement</li> </ul>	<ul style="list-style-type: none"> <li>• How do we build a sustainable and inclusive community? (SDG 10 – Reduced Inequalities / SDG 11 – Sustainable Cities &amp; Communities)</li> </ul>

How is the weather different? How are lifestyles different?				
Physical Geography				

### Year 4 Term 2 – Rainforests (Studying a Biome)

Overview – In this topic, children will be introduced to the concept of a biome. They will learn about a particular type of biome (tropical rainforest) and locate where rainforests are around the globe. A lot of the work this topic will be centred around the big question **“What conservation efforts are made in rainforest biomes?”** Children will develop their locational knowledge through identifying where rainforest biomes are located around the globe. The children will also build on their knowledge of the Equator and hemispheres from previous years and begin to locate the tropics and develop their understanding of latitude and longitude. This will be the first time that the children will learn about climate in some depth and the relationship between climate zones and biomes. There are fieldwork opportunities to draw comparisons with rainforests and forest habitats in our local environment, perhaps using the nature area within the school grounds.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Name and locate a range of countries that share a similar theme (such as rainforests).</li> <li>Identify the position and significance of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle, linked to lines of latitude and longitude.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Compare places with a similar geographical theme (rainforest biomes)</li> <li>Describe some of the features of the following areas: the Equator, Northern Hemisphere,</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>Human geography: identify the range of settlements and land use across regions (including rainforests); develop understanding of farming of natural resources.</li> <li>Study the impact of deforestation on human geography.</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes to locate countries and describe features studied.</li> <li>Use the 8 points of a compass, symbols and a key.</li> <li>Use maps with a key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use fieldwork to observe human and physical features in the local area using a range of methods, including sketch maps and plans.</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>Visit local forest/nature area – comparison with rainforest</li> </ul>	<ul style="list-style-type: none"> <li>What conservation efforts are made in rainforest biomes? (SDG 15 – Life On Land)</li> </ul>

<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</p> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Develop understanding of how rainforests are a biome and study climate and rivers linked to this biome.</li> <li>• Use and explain the term 'climate zone'.</li> <li>• Identify the different climate zones; use maps to identify different climate zones.</li> <li>• Ask questions and find out what affects the climate.</li> <li>• Understand deforestation and its impact on the climate.</li> <li>• Discuss and compare the climate zones to the UK and relate this knowledge to the weather in the local area.</li> </ul>				
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### Year 4 Term 3 – (Rivers, Mountains & The Water Cycle)

Overview – In this topic, children will carry out a depth study of the physical processes of rivers and mountains. This will be the first time that children have studied these elements of physical geography. They will learn how to identify and name the different parts of rivers and begin to use maps to identify topographical features. They will continue to develop their understanding of land-use linked to rivers and mountains. They will also begin to understand how the physical geography of a place can change over time, linked to erosion and other features of rivers. Children can conduct fieldwork looking at the local chalk stream and study the big question **“What conservation efforts are made for our local environment?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Locate a wide variety of mountains and rivers across the globe on a map.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Recognise physical processes relating to rivers and explain how they change the character of places.</li> <li>• Be able to explain how a river or a coastline may change over time, due to erosion, environmental damage, oxbow lakes etc.</li> <li>• Describe and understand key aspects of physical geography, including mountains and how they are formed. Understand key vocabulary: peak, plateau, fold mountain, fault-block mountain, dome</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Recognise how rivers and mountains affect the character of a place</li> <li>• Begin to understand tourism and trade link to rivers and mountains</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, symbols and a key.</li> <li>• Use maps with a key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use fieldwork to observe human and physical features in the local area using a range of methods, including sketch maps and plans.</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Chalk Stream visit (rivers and conservation focus)</li> </ul>	<ul style="list-style-type: none"> <li>• What conservation efforts are made for our local environment? (SDG 11 – Sustainable Cities &amp; Communities)</li> </ul>

mountain, volcanic mountain, plateau mountain • Study the water cycle – linked to science				
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## Year 5 Term 1 – Shackleton / Extreme Weather (Biomes / Navigation Skills)

Overview – In this topic, children will continue to develop their locational knowledge and map skills from year 4, through understanding more about lines of latitude and longitude, including links to time zones. Children will also build on knowledge introduced in year 4, by studying climate and biomes in more depth, linked to extreme weather around the world. While studying extreme weather, they will learn more about the impact of weather on physical and human geography, further developing their understanding of displacement and immigration, as well as looking in more depth at how people try to protect the environment, which will be further developed in year 6. Fieldwork opportunities will develop to children collecting data, using weather instruments around the school grounds. The big enquiry question for this topic is **“Why are the ice caps melting?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude and link to time zones and the Greenwich Meridian</li> <li>• Identify key topographical features of regions of the UK and in a contrasting location (including hills, mountains, coasts and rivers).</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</li> <li>• Compare places linked to a theme – extreme weather and displacement.</li> <li>• Make observations about patterns within an area.</li> <li>• Identify similarities and differences between places and understand links between them.</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Identify how people affect the environment and recognise ways in which people try to manage it.</li> <li>• Understand the impact of displacement and immigration on human geography.</li> <li>• Begin to identify and describe how the physical features affect the human activity within a location</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use symbols, keys and the 8 points of a compass</li> <li>• Understand Latitude, Longitude, Hemispheres, Tropics, Antarctica Circle on a map</li> <li>• Use maps and secondary sources of info to learn about a locality</li> <li>• Suggest appropriate geographical questions for investigation.</li> <li>• Use a range of skills when undertaking an investigation.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use weather instruments to measure and collect data about weather in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Why are the ice caps melting? (SDG 13 – Climate Action)</li> </ul>

<p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Understand how climate zones affect locations.</li> <li>• Understand how climate can be responsible for environmental disasters and use relevant vocabulary: tsunami, tornado, etc.</li> <li>• Name and compare different biomes.</li> <li>• Understand how volcanoes are formed and how earthquakes occur (revisit from year 3)</li> </ul>				
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### Year 5 Term 2 – Vikings (Depth Study of Scandinavia)

Overview – In this topic, children will look in depth at a region of related countries, as opposed to depth studies of continents, singular countries, or locations with a recurring theme, which they have studied previously. In addition to consolidating previous work on physical geographical features, through drawing comparisons across the countries of Scandinavia, children will further develop their human geographical knowledge by beginning to understand the use of natural resources and the economic activity across Scandinavia. Children will also consider the big questions **“What lessons can we learn from other countries?”** through looking at good examples of sustainable living and conservation efforts in Scandinavian countries.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate a region of related locations within Europe (Scandinavia).</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare the UK to a European (Scandinavia) region</li> <li>• Look at maps, pictures and other sources to identify</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Make comparisons between different localities within a similar geographical region (Scandinavia)</li> <li>• Investigate how the UK compares to Scandinavia, including economic activity and natural resources.</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use symbols, keys and the 8 points of a compass</li> <li>• Understand Latitude, Longitude, Hemispheres, Tropics, Antarctica Circle on a map</li> <li>• Use maps and secondary sources of info to learn about a locality</li> </ul>		<ul style="list-style-type: none"> <li>• What lessons can we learn from other countries? (SDG 11 – Sustainable Cities &amp; Communities)</li> </ul>

<p>similarities and differences between a UK region and European regions. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Make comparisons between different localities within a similar geographical region (Scandinavia)</li> <li>• Review features of rivers and mountains</li> </ul>		<ul style="list-style-type: none"> <li>• Suggest appropriate geographical questions for investigation.</li> <li>• Use a range of skills when undertaking an investigation.</li> <li>• 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</li> </ul>		
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### Year 5 Term 3 – World War 2 (Comparing Places)

Overview – In this topic, children will build on their knowledge of places, particularly in Europe (but also across other continents) while studying the relationship between countries in WW2. Children will consolidate all their skills learned so far when studying physical and human geography, as well as beginning to understand trade links, distribution of natural resources, how places are interdependent and how changes occur over time. They will consider the big question **“How can communities come together for change?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate a range of countries that share a similar theme (involvement in WW2).</li> <li>• Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use symbols, keys and the 8 points of a compass</li> <li>• Understand Latitude, Longitude, Hemispheres, Tropics, Antarctica Circle on a map</li> <li>• Use maps and secondary sources of info to learn about a locality</li> </ul>		<ul style="list-style-type: none"> <li>• How can communities come together for change? (SDG 9 – Industry, Innovation &amp; Infrastructure)</li> </ul>

<p>they bring about spatial variation and change over time.</p> <p>Place Knowledge</p> <ul style="list-style-type: none"><li>• Look at maps, pictures and other sources to identify similarities and differences between a UK region and European regions. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</li></ul> <p>Physical Geography</p>		<ul style="list-style-type: none"><li>• Suggest appropriate geographical questions for investigation.</li><li>• Use a range of skills when undertaking an investigation.</li><li>• 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</li></ul>		
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## Year 6 Term 1 – Trade & Economics (Human Geography)

Overview – In this topic, children will deepen their understanding of how goods and services are traded around the world. They will explore the UK’s trade links today and in the past, finding out about goods that are imported and exported, as well as the methods of transport used. Through a more detailed look at one of the UK’s trade partners, the children will look at the benefits of trading internationally, as well as the risks in this area. Children will develop their cross-curricular skills through collecting and analysing statistics from linked to a range of human activities. The children will also learn about fair trade and why it is important in the global market, through the big question **“How is Fairtrade achieved?”**

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Locate and name a range of countries, capital cities, mountains, rivers, biomes/climate zones and places of significance and interest across the globe on a map.</li> <li>• Observe patterns made by human and physical actions and changes in a range of contrasting locations.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</li> <li>• Make observations about patterns within an area</li> <li>• Identify similarities and differences between places and understand links between them.</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations using</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• Identify and describe how the physical features affect the human activity within a location</li> <li>• Explain how countries and geographical regions are interconnected and interdependent</li> <li>• 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</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>• Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Study trade and economics in Laceby and across region</li> </ul>	<ul style="list-style-type: none"> <li>• How is Fairtrade achieved? (SDG 8 – Decent Work &amp; Economic Growth)</li> </ul>

<p>photos/pictures, temperatures in different locations and population numbers.</p> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Identify climate zones and biomes, and link to vegetation belts.</li> <li>• Describe varying weather conditions and understand how these influence the way in which areas are developed.</li> <li>• Look at range of localities and explain how settlements differ and change.</li> <li>• Offer explanations for physical features and how they got there.</li> <li>• Understand and describe how physical features define a place's character</li> </ul>				
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### Year 6 Term 2 – Our Changing World (Environmental Focus)

Overview – In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes. Children will study the big question **“How can we change the world?”** They will also conduct fieldwork around the local school area and the impact of pollution through a traffic survey.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Locate and name a range of countries, capital cities, mountains, rivers, biomes/climate zones and</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Be able to describe a place in detail, referring to human and physical</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic survey</li> </ul>	<ul style="list-style-type: none"> <li>• How can we change the world? (SDG 13 – Climate Action / SDG 1 – No Poverty)</li> </ul>

<p>places of significance and interest across the globe on a map.</p> <ul style="list-style-type: none"> <li>• Observe patterns made by human and physical actions and changes in a range of contrasting locations.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</li> <li>• Make observations about patterns within an area</li> <li>• Identify similarities and differences between places and understand links between them.</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Identify climate zones and biomes, and link to vegetation belts.</li> <li>• Describe varying weather conditions and understand how these influence the way in which areas are</li> </ul>	<p>geographical features.</p> <ul style="list-style-type: none"> <li>• Identify climate zones and biomes, and link to vegetation belts.</li> <li>• Describe varying weather conditions and understand how these influence the way in which areas are developed.</li> <li>• Identify and explain different views that people hold about topical issues linked to the environment and sustainability.</li> <li>• Describe changes that happen in places over time.</li> <li>• Recognise how people can improve the environment.</li> <li>• Recognise how and why people may seek to manage environments sustainably.</li> <li>• Have knowledge about carbon footprint.</li> </ul>	<p>the use of Ordnance Survey maps)</p> <ul style="list-style-type: none"> <li>• Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps</li> <li>• 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.</li> </ul>		
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<p>developed.</p> <ul style="list-style-type: none"> <li>• Look at range of localities and explain how settlements differ and change.</li> <li>• Offer explanations for physical features and how they got there.</li> <li>• Understand and describe how physical features define a place's character</li> </ul>				
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### Year 6 Term 3 – The Amazing Americas (Comparing Continents)

Overview – In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.

Places	People	Maps	Fieldwork	Sustainability
<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate North and South America and make comparisons about environmental regions.</li> <li>• Study the significance of time zones and links to Prime/Greenwich Meridian.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>• Make observations about patterns within an area</li> <li>• Identify similarities and differences between places and understand links</li> </ul>	<p>Human Geography (Cultural Awareness)</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• Identify and describe how the physical features affect the human activity within a location</li> <li>• Identify and describe the main human and physical characteristics of North and South America</li> </ul>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>• Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land</li> <li>• Analyse and give views on the effectiveness of different geographical</li> </ul>	<p>Fieldwork</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How is peace and justice achieved around the world? (SDG 16 – Peace, Justice &amp; Strong Institutions)</li> </ul>



<p>between them.</p> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Identify climate zones and biomes, and link to vegetation belts.</li> <li>• Describe varying weather conditions and understand how these influence the way in which areas are developed.</li> <li>• Look at range of localities and explain how settlements differ and change.</li> <li>• Offer explanations for physical features and how they got there.</li> <li>• Understand and describe how physical features define a place's character</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how countries and geographical regions are interconnected and interdependent</li> <li>• 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</li> </ul>	<p>representations of a location (such as aerial images compared with maps and topological maps</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
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