



Geography Long Term Plan

2023- 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<p>Autumn / Celebrations Children will begin their geographical journey through exploring their new environment, with a particular focus on the outdoor learning space. Through the autumn topic, they will begin to develop a wider vocabulary through talking about what they can see.</p>		<p>Wonderful Water Animals in the Wild Children will continue to develop their knowledge of the natural world through hands on exploration, including the planting of seeds and growing of plants. Through their study of animals in the wild, they will start to understand that there are different countries in the world.</p>		<p>Growth / Life Cycles Near and Far Children will further develop their geographical language. They will further their knowledge of different countries and start to talk about differences they have experienced or can see in photographs. They will start to talk about the different features of the life cycle of a plant and animal.</p>	
FS2	<p>Autumn / Celebrations Children will develop their locational awareness through exploration of the different spaces within the EYFS Unit. They will be able to talk about where they live and understand the different types of homes people live in. Children will start to differentiate between natural and man-made objects.</p>		<p>Wonderful Water Animals in the Wild Children will participate in winter and spring walks around the school. They will begin to understand the different buildings within the local community and their purpose. They will begin to assign correct vocabulary to describe what they are observing.</p>		<p>Growth / Life Cycles Near and Far Children will start to draw and create their own maps as part of their imaginative play. They will begin to use simple directional language to describe events such as a journey to school. They will use appropriate language to describe what they are observing with increasing regularity.</p>	
Year 1			<p>Local study – Eastham <i>What is it like in Eastham?</i> The children will undertake a detailed study of their local area. They will begin to use directional language and basic mapping skills in order to describe the local area, culminating in a walk around Eastham, identifying key landmarks.</p>		<p>Wonderful Wirral <i>What are some of the key human and physical geographical features of the Wirral?</i> Using practical examples from around the Wirral, children will be introduced to key geographical language to describe human and physical features of geography.</p>	<p>Our Weather <i>Why is the temperature different around the world?</i> Children will learn key geographical language to describe weather types. They will learn the four seasons and typical weather patterns associated with each season. They will learn how closeness to the equator plays a part in an area's weather.</p>
Year 2	<p>Wonderful Wirral <i>What is it like in the Wirral compared to Sydney?</i></p>		<p>Wonderful Wirral <i>What are some of the key human and</i></p>		<p>The UK <i>How is the UK made up?</i></p>	

	Children will locate Australia on a map and it's capital, Sydney. Using a range of resources including aerial photos, children will compare the geography of Sydney to Wirral.		<i>physical geographical features of the Wirral?</i> Using practical examples from around the Wirral, children will be introduced to key geographical language to describe human and physical features of geography.		Children will learn about the countries and capital cities of the UK. They will identify features of countries of the UK (England/London, Northern Ireland/ Belfast, Scotland /Edinburgh, Wales/ Cardiff.)	
Year 3			Rivers <i>What would the world be like without rivers?</i> Children will learn about the water cycle, the formation of a river and its journey to the sea. They will learn about some of the significant rivers of the world. The unit will finish with a fieldwork study of the River Mersey.	Earthquakes and Volcanoes <i>What impact do rocks have on our earth?</i> Children will learn about the structure of the earth and how this links to the cause of earthquakes and the formation of volcanoes. They will use longitude and latitude to locate the sites of significant earthquakes and major volcanoes.		Mountains <i>Mountains: physical or human?</i> Children will learn about the world's major mountain ranges and how they are formed. They will use maps to understand how contour lines describe the physical landscape of an area.
Year 4	Mountains <i>Mountains: physical or human?</i> Children will learn about the world's major mountain ranges and how they are formed. They will use maps to understand how contour lines describe the physical landscape of an area.		The UK <i>What are some of the key human and physical geographical features of the UK?</i> Children will build on their initial study of the UK in Key Stage 1. They will use OS Maps, eight points of the compass and 4- and 6-figure grid references to locate specific cities, counties, and regions. They will describe key human and physical features of the areas studied.		Europe <i>What are the major European countries and their significant human and physical features?</i> Children will widen their locational knowledge to study the geography of Europe. They will use maps and atlases to locate key countries (including Russia) and their capital cities. Children will produce a fact file of a European country, describing key human and physical features.	

<p>Year 5/6</p>			<p>World Maps <i>Why is there a time difference?</i> Children will learn about the Topics of Cancer and Capricorn. They will revisit longitude and latitude and understand how this links to time zones, Prime Meridian and the date line.</p>		<p>Frozen Kingdoms <i>What lives in the Arctic and Antarctic Circle?</i> Children will learn about the polar climates through a study of the Arctic Circle and Antarctica. They will learn about their locations in the Northern and Southern Hemispheres and how this relates to the equator. They will also study the indigenous people of these locations.</p>	<p>Sow, Grow & Farm <i>How does our food go from farms to fork?</i> Children will learn about the earth's different biomes, climate zones and vegetation belts. They will study how the distribution of natural resources can impact on land use and economic activity. To embed their learning, they will undertake a fieldwork study linked to a local farm.</p>
------------------------	--	--	---	--	--	---