Geography

Long-term plan

Suggested long-term plan: Geography

Overview (All year groups)

	Autumn	Spring	Summer
EYFS	Exploring maps	Outdoor adventures	Around the world
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6 (UKS2)	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Suggested long-term plan: Geography

Overview - EYFS

EYFS

Autumn	Exploring maps 6 lessons Exploring maps through discussion, story-telling, games and creative activity.	**Spring**	Outdoor adventures 7 lessons Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.
Summer	Around the world 6 lessons Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.		

Suggested long-term plan: Geography

Overview - Key stage 1

Year 1

Autumn	<u>What is it like here?</u> 6 lessons Developing mapping skills by locating familiar features on aerial photographs and creating simple maps. Pupils use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve their playground. Note: Lessons 3 and 4 involve fieldwork and may take longer than one hour.	**Spring**	<u>What is the weather like in the UK?</u> 6 lessons Learning about the countries and cities of the UK and how the weather changes across the seasons. Pupils investigate weather patterns, consider how weather affects daily life and use weather maps to identify hot and cold places across the UK. Note: Lessons 2, 3 and 4 involve fieldwork and may take longer than one hour.
Summer	<u>What is it like to live in Shanghai?</u> 6 lessons Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China. Pupils compare the physical and human features of Shanghai with those of their local area and use fieldwork to collect data and create a simple map. Note: Lesson 1 involves fieldwork and may take longer than one hour.		

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Overview - Key stage 1

Year 2

Autumn	Would you prefer to live in a hot or cold place? 6 lessons Examining climate zones and locating hot and cold places around the world. Pupils compare the North and South Poles, Kenya and their local area, while learning the four compass points and the names and locations of the seven continents. Note: Lesson 5 involves fieldwork and may take longer than one hour.	**Spring**	Why is our world wonderful? 6 lessons Exploring the geography of the UK and the wider world by identifying key features of the UK, naming the oceans and locating them on a world map. Pupils investigate natural habitats in their local area and use fieldwork to collect, present and interpret geographical information. Note: Lesson 5 involves fieldwork and may take longer than one hour.
Summer	What is it like to live by the coast? 6 lessons Exploring coastal environments by locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast. Pupils examine how people use coastal areas, conduct fieldwork on their local coast and present findings from their own geographical enquiry. Note: Lesson 5 involves fieldwork and may take longer than one hour.		

Suggested long-term plan: Geography

Overview - Lower key stage 2

Year 3
(LKS2)

Autumn	Why do people live near volcanoes? 6 lessons Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed. Pupils map the global distribution of these physical features and examine both the challenges and benefits of living in tectonically active areas, including how people respond to earthquakes and volcanic activity. Note: Lesson 6 involves fieldwork and may take longer than one hour.	**Spring**	Who lives in Antarctica? 6 lessons Considering how location relates to climate by learning about latitude, longitude and the Earth's tilt. Pupils explore the physical features of Antarctica, examine how people adapt to working in this extreme environment and apply their mapping skills when planning an expedition inspired by Shackleton's journey. Note: Lesson 6 involves fieldwork and may take longer than one hour.
Summer	Are all settlements the same? 6 lessons Examining settlements and land use by comparing urban and rural environments and investigating how places change over time. Pupils identify the human and physical features of their local area and compare them with those of New Delhi to identify similarities and differences. Note: Lesson 3 involves fieldwork and may take longer than one hour.		

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Overview - Lower key stage 2

Year 4

(LKS2)

Autumn	<u>Why are rainforests important to us?</u> 6 lessons Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation. Pupils explore how plants and people adapt to life in the rainforest and consider the impact of human activity on this important environment locally and globally. Note: Lesson 4 involves fieldwork and may take longer than one hour.	**Spring**	<u>Where does our food come from?</u> 6 lessons Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from. Pupils investigate fair trade with a focus on Côte d'Ivoire and cocoa production, and consider the advantages and disadvantages of sourcing food locally and globally. Note: Lesson 5 involves fieldwork and may take longer than one hour.
Summer	<u>What are rivers and how are they used?</u> 6 lessons Investigating how water is stored and transferred by learning about the water cycle, rivers and their features. Pupils map major rivers in the UK and around the world, examine how people use rivers and apply their knowledge through studying a local river. Note: Lesson 6 involves fieldwork and may take longer than one hour.		

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Overview - Upper key stage 2

Year 5

(UKS2)

Autumn	<u>What is life like in the Alps?</u> 6 lessons Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. Pupils examine the human and physical features that attract visitors and apply their understanding by researching and mapping tourism in their local area. Note: Lesson 4 involves fieldwork and may take longer than one hour.	**Spring**	<u>Why do oceans matter?</u> 6 lessons Examining the importance of oceans by learning how people use and affect marine environments. Pupils investigate the Great Barrier Reef, consider the impact of pollution and plastic waste and use fieldwork to explore environmental issues in their local marine environment while identifying ways to make more sustainable choices. Note: Lesson 5 involves fieldwork and may take longer than one hour.
Summer	<u>Would you like to live in the desert?</u> 6 lessons Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert. Pupils consider how people use desert environments and explore the environmental challenges and threats they face.		

Suggested long-term plan: Geography

Overview - Upper key stage 2

Year 6

(UKS2)

Autumn	Why does population change? 6 lessons Examining global population patterns by investigating why some places are more densely populated than others. Pupils explore the factors that influence population change and migration, and use fieldwork to consider the impact of population on their local environment. Note: Lesson 5 involves fieldwork and may take longer than one hour.	**Spring**	Where does our energy come from? 6 lessons Investigating how natural resources and energy are used in the UK and the USA while learning about global time zones. Pupils compare renewable and non-renewable energy sources, consider their impact on people and the environment and carry out fieldwork to identify the best location for a solar panel on the school grounds. Note: Lesson 6 involves fieldwork and may take longer than one hour.
Summer	Can I carry out an independent fieldwork enquiry? 6 lessons Applying geographical enquiry skills by investigating an issue in the local area. Pupils develop their own enquiry question, collect and analyse data using chosen methods and present their findings and conclusions. Note: Lesson 4 involves fieldwork and may take longer than one hour. This unit could also be considered a transition project, allowing primary pupils to collaborate with secondary school pupils.		