



Geography
Subject Long Term Plan showing coverage across all year groups

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	<p><u>Ourselves – How are we the same or different?</u></p>	<p><u>How do we celebrate different events?</u></p> <p>Summary Beginning to develop understanding of wider world (place/country) around them and that there are similarities and differences between places.</p>	<p><u>Around the World - Which animals live in cold countries? Which animals live in hot countries?</u></p> <p>Summary Beginning to develop understanding of wider world around them and that some places have different physical features and weather patterns. Develop own experiences of weather, e.g. sun – cream, hats, snow = warm clothes, rain – willies, umbrellas, ice. Role play areas – holidays, beaches, snow</p>	<p><u>Fairy Tales/Traditional Stories – Which traditional tale do you like the best?</u></p>	<p><u>Growing – What is growing all around us?</u></p>
1	<p><u>What is special about our area? (School/Hedon)</u> Geography</p> <p>Summary Based on local geog. such as our school, journeys to school and Hedon. Using different sources of information. Using and drawing simple maps, following directions and using fieldwork skills.</p> <p><u>Links to prior learning</u> Homes/houses. Our school. Role play modes of</p>	<p><u>What makes the Xbox more fun than toys/games from the past?</u> History</p>	<p><u>What did Flat Stanley do when he went to London?</u> Geography</p> <p>Summary Based on geog. features - human and physical. Using this to compare similarities and differences in the UK. Using photos e.g. of landmarks/features such as the Thames, Big Ben and maps. Knowing simple directional language.</p> <p><u>Links to prior learning</u> Directions around school and</p>	<p><u>Where do animals, dinosaurs and plants come from?</u> Science</p> <p>Summary Based on seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Using geographical vocab.</p> <p><u>Links to prior learning</u> Children's own</p>	<p><u>How easy is it to fly?</u> History/Science</p>



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	<p>transport. Directions around school and in outside areas. Use of control robots. Games – follow the leader, making pathways in gymnastics etc</p>		<p>in outside areas. Use of control robots. Games – follow the leader, creating pathways in PE, children’s own experience of visiting places, museums etc</p>	<p>experiences of weather, understanding of sun – cream, hats/snow/rain/ice. Role play areas – holidays, beaches, snow</p>	
2	<p><u>What type of house would you like to live in?</u> History</p>	<p><u>Why can’t a meerkat live in the North pole?</u> Science/ Geography</p> <p><u>Summary</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world, the Equator and the North and South Poles.</p> <p><u>Links to prior learning</u> <i>Children’s own experiences of weather (from UK seasons and places visited) and builds on enquiry from year 1 ‘Where do animals, dinosaurs and plants come from?’ alongside children’s own experiences of animals/zoos and animals’ varying habitats and adaptations.</i></p>	<p><u>How do we know about the Great Fire of London?</u> History</p> <p><u>Summary</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Links to prior learning</u> <i>Enquiries from year 1 ‘What did Flat Stanley do when he went to London?’ Knowing some places/features in London such as the River Thames.</i></p>	<p><u>What do beaches have in common? (Bridlington & Sydney)</u> Geography</p> <p><u>Summary</u> Based on geog. similarities and differences of these 2 areas using basic geog. vocab, such as beach, cliff, coast, sea, city, port, harbour etc. Zooming out to use world maps, atlases and globes. Identify UK and its countries, locate the world’s 7 continents and 5 oceans. Simple compass directions and locational/directional lang.</p> <p><u>Links to prior learning</u> <i>Children’s own experiences of coastal visits. Building on understanding of physical and human features and making comparisons. Previous map/atlas work, along with directional lang.</i></p>	<p><u>Why wouldn’t a pirate make a good friend?</u> History/Geography – seas/oceans</p> <p><u>Summary</u> Naming and locating the world’s 7 continents and 5 oceans. Using simple compass directions and locational and directional lang. and describing the location of features and routes on a map.</p> <p><u>Links to prior learning</u> <i>Builds on skills and knowledge from the previous enquiry: ‘Are all beaches the same? (Brid. & Sydney)’. Builds wider understanding of the world, land, continents, oceans, seas. Children’s own experiences of travel abroad.</i></p>



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<p>3</p>	<p><u>Early Civilisation- How did they influence our lives today?</u> History</p> <p><u>Summary</u> Using geog. skills to locate stone age settlements in the UK and know about physical and human features of an area. Based on understanding changes in Britain. Begin to use 4 compass points to follow/give directions – map skills.</p> <p><u>Links to prior learning</u> <i>Children will use their growing understanding of the countries/places in the UK, along with map/atlas skills. Children’s own experiences of visiting different physical/human features e.g. coast, forests, countryside.</i></p>	<p><u>Why Africa is a continent and what is significant about its history?</u> Geography</p> <p><u>Summary</u> Using maps, atlases, globes and digital/computer mapping to locate African countries and describe features studied. Locating the world’s countries, environmental regions, physical and human characteristics, countries, and major cities. Consider African trade routes and resources (historical slavery and modern day exports - natural resources and imports e.g. medicine, machinery etc.) Identifying position and sig. of latitude, longitude, Equator,</p> <p><u>Links to prior learning</u> <i>Builds on skills from Y2 enquiries ‘Are all beaches the same?’ and ‘Would a pirate make a good friend?’ Children’s developing knowledge of the world e.g. continents, countries, flight times to places (through own travel)</i></p>	<p><u>How has Ancient Greece changed the world?</u> History/Geography</p> <p><u>Summary</u> Based on locating rivers, mountains and volcanoes on a map (symbols). Climate zones/weather patterns and difference between climate/weather of Hedon and Greece. Using aerial photos. Physical and human geographical features. Such as the Parthenon and it’s specific location based on physical features in Athens. Santorini as a volcanic island- tourist destination. Using/creating graphs and charts.</p> <p><u>Links to prior learning</u> <i>Builds on children’s growing knowledge of weather in regions around the world. Human and physical features and developing map/atlas skills.</i></p>	<p><u>Why did the Anglo Saxons and Scots want to settle in Britain?</u> History</p> <p><u>Summary</u> Using maps, atlases, globes and digital/computer mapping to locate Anglo Saxon origin countries. Local maps to investigate the impact of this period in history on place names.</p>	<p><u>Why should rainforests be important to us all?</u> Geography/Science</p> <p><u>Summary</u> Based on physical geog., incl.: location of rainforest globally and links to climate zones, rivers and mountains. Learning about human geog., 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> <p><u>Links to prior learning</u> <i>Builds on children’s growing knowledge of the climates in different regions around the world. Human and physical features of rainforest areas and developing map/atlas skills.</i></p>
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<p>4</p>	<p><u>How has the river Humber affected life in our area?</u> History</p> <p><u>Summary</u> Based on identifying physical features in the local area (Hull). Name and locate countries and cities of the UK. Locate Hull as a port, and other European and northern hemisphere ports. Consider geographical regions and their human and physical characteristics e.g. use of canal system feeding into the River Humber.</p> <p><u>Links to prior learning</u> <i>Builds on from children's growing understanding of the UK, Europe and wider world.</i></p>	<p><u>What makes the earth angry? (Including pollution)</u> Geography/science</p> <p><u>Summary</u> Based on study of specific volcanoes/volcanic and earthquake regions in the world. Biomes, vegetation belts (fertile areas around the volcano) along with settlement and land use around the volcano. Identifying position/sig. of latitude, longitude, Equator, Northern/Southern hemispheres, Tropics of Cancer/Capricorn, Arctic/Antarctic Circles, the Prime/GMT and time zones. Using maps, atlases, globes and digital/computer mapping.</p> <p><u>Links to prior learning</u> <i>Builds on children's growing understanding of physical and human features in the wider world.</i></p>	<p><u>How did life change from the middle ages to the Tudor period?</u> History</p>	<p><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u> History</p>	<p><u>What is different about Fairtrade food?</u> Geography</p> <p><u>Summary</u> Fair trade focus – links to economic activity around the world where many of the Fair Trade food or goods come from. Trade links from these areas to UK. Based on geog. similarities and differences and human and physical geography of a region of the UK, a European country, and within N or S America. Focus on human geog., incl: types of settlement and land use, economic activity including trade links, and the distribution of natural resources incl. energy, food, minerals and water. Using the 8 points of a compass, 4 and 6 figure grid ref. symbols and key.</p> <p><u>Links to prior learning</u> <i>Builds on understanding of need for conservation of rainforest areas around the world v economic pressures on these areas globally.</i></p>
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5	<p><u>How has the Victorian period affected our lives?</u> History</p>	<p><u>How do rivers differ?</u> Geography</p> <p><u>Summary</u> Based on zooming in from a global perspective of identifying world rivers, UK rivers then local rivers (Humber, Hull). Using atlas and map skills to do this. Also learning physical characteristics and features of rivers incl. topographical features involved. Explaining causes of flooding and making local links and relating to global disasters and the impact flooding has.</p> <p><u>Links to prior learning</u> <i>Builds on developing knowledge of physical feature of rivers from 'How has the river Humber affected life in our area?' from Y4.</i></p>	<p><u>How has Egypt changed since ancient times?</u> History/ Geography</p> <p><u>Summary</u> Based on locating Egypt in comparison to England. Recognising similarities and differences between Egypt and the UK in terms of physical and human geography, incl. the River Nile) Use atlases/maps. Understand climate zones and weather in the area can vary within the country.</p> <p><u>Links to prior learning</u> <i>Continues to builds on children's growing understanding of physical and human features in the wider world.</i></p>	<p><u>Will the next space travel be similar to the moon landing?</u> Science</p>	<p><u>What will our coast look like in 20 years' time?</u> Geography/Science</p> <p><u>Summary</u> Based on counties and cities of the UK, geog. regions and their human and physical characteristics, key topographical features (incl. hills, mountains, coasts and rivers), and land use patterns and changes over time. Using fieldwork to investigate human and physical features in the local area, incl. sketch maps, plans and graphs, and digital technologies. Using maps, atlases, globes and digital/computer mapping.</p> <p><u>Links to prior learning</u> <i>Continues to builds on children's growing understanding of physical and human features of our local area/UK. Own experiences of coastal visits.</i></p>
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6	<p><u>How did WW2 impact the local area?</u> History</p>	<p><u>How is England important in Europe?</u> History/Geography</p> <p><u>Summary</u> Based on understanding the position of the UK and the wider world. Understanding geog. similarities and differences and human and physical geog. of a region of the UK, a in a European country, and within N or S America. Using the 8 points of a compass, 4 and 6 fig. grid refs, symbols and key (incl. the use of OS maps)</p> <p><u>Links to prior learning</u> <i>Continues to builds on children's growing understanding of physical and human features in the UK and Europe.</i></p>	<p><u>What did the Romans ever do for us?</u> History/ Geography</p> <p><u>Summary</u> Develop understanding of the far reaching location of Roman Empire using maps, atlases, globes etc Considering the impact the Roman Empire had on modern day Britain – through human geog., including: types of settlement and land use, economic activity incl. trade links.</p> <p><u>Links to prior learning</u> <i>Builds on skills using maps, atlases, globes and digital/computer mapping. Continues to builds on children's growing understanding of physical and human features of the UK.</i></p>	<p><u>Why are the Americas so diverse?</u> Geography</p> <p><u>Summary</u> Based on geog. similarities and differences and human and physical geog. of a region of the UK, in a European country, and within N or S America. Using maps, atlases, globes and digital/computer mapping. Using the 8 points of a compass, 4- and 6-fig grid refs, symbols and key (incl. OS maps) to build knowledge of the UK and wider world. Locating the world's countries, using maps to focus on N and S America.</p> <p><u>Links to prior learning</u> <i>Continues to builds on children's growing understanding of physical and human features in the wider world.</i></p>	<p><u>What happened to the Mayans?</u> Geography/History</p> <p><u>Summary</u> Focus on a non-European society that provides contrasts with British history e.g. Mayan civilization, the human and physical geography of this region and its changes and development over time.</p> <p><u>Links to prior learning</u> <i>Builds on skills using maps, atlases, globes and digital/computer mapping. Continues to builds on children's growing understanding of physical and human features of South America.</i></p>
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