

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Nursery (2 – 3 year olds)

	Through discussion, stories, role-play and small world play the children will begin to make sense of their physical world and their community. Children will listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of a culturally and ecologically diverse world. The children will learn new vocabulary to support their learning of the world around them.
EYFS Statements	<ul style="list-style-type: none"><li>• Explore and respond to different natural phenomena in their setting and on trips</li><li>• Notice differences between people</li></ul>
Continuous Provision	<ul style="list-style-type: none"><li>• Sharing cultural diverse books in book area</li><li>• Look at photographs of culturally diverse people</li><li>• In the moment discussions about the current weather</li><li>• Exploring cultural diverse people in small world</li><li>• Exploring and discussing natural materials</li></ul>

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Nursery (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What happens in autumn?		Is it raining today? Why are my fingers cold?	Is the grass starting to grow?  What comes out of an egg?	What are the wonders of Tyldesley?	Where are we going?
Key Learning	Seasonal Change		Weather It's Cold	Spring New Life	Our Town Tyldesley	Out and About
EYFS Statements	<ul style="list-style-type: none"> <li>Talks about the natural world and how and why things happen and the different weather we experience.</li> <li>Notices detailed features of objects in their environment</li> <li>Can comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>		<ul style="list-style-type: none"> <li>Talks about the natural world and how and why things happen and the different weather we experience.</li> <li>Talks about how the different weather affects our behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants and animals, natural and found objects.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Can talk about how they have grown and changed since birth.</li> </ul>	<ul style="list-style-type: none"> <li>Notices detailed features of objects in their environment.</li> <li>Can talk about the different buildings in their local environment and the purpose they serve e.g. our home and school.</li> </ul>	<ul style="list-style-type: none"> <li>Can comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Can use terms to distinguish a variety of places e.g. town, countryside, coastal areas.</li> </ul>

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions			How has Tyldesley changed in 50 years?	What are the secrets of the garden?	What lives in the blue planet?	
Key Learning			Tyldesley	Minibeasts/ growing	Under the sea	
EYFS Statements		.	<ul style="list-style-type: none"><li>• Draw information from a simple map.</li></ul>	<ul style="list-style-type: none"><li>• Looks closely at similarities, differences, patterns and change.</li><li>• They make observations of animals, insects and plants and explain why some things occur and talk about changes.</li></ul>	<ul style="list-style-type: none"><li>• They make observations of sea creatures and explain why some things occur and talk about changes.</li><li>• Can compare between local environment and the wider world and explain how or why things are similar or different.</li></ul>	

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Year 1 and Year 2

2022 – 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		Why do leaves fall in autumn?	Why can't a meerkat live in the North Pole?		How is Blackpool different from Tyldesley?	
Key Learning		Weather and the United Kingdom	Hot and Cold areas of the world		Seaside resorts in the UK: Blackpool focus	
Narional Curriculum objectives		<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and key physical features of the surrounding environment e.g. looking at weather and rainfall.</li> <li>Name (Y1 &amp; Y2 focus), locate (Y2 focus) and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use world maps, atlases and globes to</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use geographical vocabulary to refer to</li> </ul>		<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>Use basic geographical vocabulary to refer to key physical features e.g. beach, coast, sea, cliff and key human features e.g. town, house, harbour, port and shop.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and</li> </ul>	

***'Never settle for less than your best'***

		<p>identify the UK, its countries and surrounding seas.</p> <ul style="list-style-type: none"> <li>• Use geographical vocabulary to refer to key physical features e.g. season, weather, sea and ocean.</li> </ul>	key physical and human features.		far; left and right], to describe the location of features and routes on a map.	
--	--	--	----------------------------------	--	---	--

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Year 1 and Year 2

2023 – 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Questions</b>	Where in the world is the United Kingdom?		What is interesting about Tyldesley?		Where would I prefer to live: Tyldesley or Chembakolli?	
<b>Key Learning</b>	Map work to develop knowledge of the UK and wider world		Our locality		Compare our locality with non-European locality: India	
<b>Narional Curriculum objectives</b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and</li> </ul>		<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>Use geographical vocabulary to refer to key human and physical features.</li> </ul>		<ul style="list-style-type: none"> <li>Understand geographical similarities and 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.</li> <li>Use basic geographical vocabulary to refer to key physical features e.g. mountain, valley, forest, hill, soil, river and vegetation and key human features e.g. village, farm, office, city and factory.</li> <li>Use world maps, atlases and globes to identify the countries</li> </ul>	

***'Never settle for less than your best'***

	far; left and right], to describe locations on a map.		<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>		and continents studied. <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans (recap).</li> </ul>	
--	---	--	---	--	---	--

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Year 3 and Year 4

2022 – 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions			Why is Manchester such a cool place to live?		Why do so many people go to the Mediterranean for their holidays?	
Key Learning			Manchester		Mediterranean Understanding geographical similarities and differences	
Narional Curriculum objectives			<ul style="list-style-type: none"> <li>Name and locate cities of the United Kingdom</li> <li>identify, describe and understand key human characteristics of Manchester e.g population, types of settlement, trade and land use.</li> <li>Land use patterns and changes over time.</li> <li>Observe, record and present features using fieldwork e.g. sketch maps.</li> <li>Use maps, atlases, globes and digital/computer mapping to describe features studied.</li> </ul>		<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</li> <li>Identify the position and significance of Equator, Northen Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.</li> <li>Describe and understand some key aspects of climate zones.</li> <li>Understand geographical similarities and differences between a <b>region</b> of UK and a <b>region</b> of the Mediterranean. Compare human and physical geography in specific places chosen.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*



# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Year 3 and Year 4

2023 – 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		What makes the Earth angry?	What makes the North West of England so special?	Why is the River Mersey so important to Liverpool?		
Key Learning		Mountains, volcanoes and earthquakes	The North West of England	River Mersey		
Narional Curriculum objectives		<ul style="list-style-type: none"> <li>Understand key aspects of mountains, volcanoes and earthquakes.</li> <li>Use of atlases, globes and digital/ computer mapping to describe features studied.</li> <li>Use of 4 figure grid references to build knowledge of wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Locate counties and geographical regions of the UK.</li> <li>Identify key human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time e.g. conservation of environments.</li> <li>Use maps, atlases, globes and digital/computer mapping to describe features studied.</li> <li>Use of 4 figure grid references, symbols</li> </ul>	<ul style="list-style-type: none"> <li>Significance of rivers in relation to economic activity, trade links and the distribution of natural resources including energy, food, minerals and water.</li> <li>Land use.</li> <li>Use maps, atlases, globes and digital/computer mapping to describe features studied.</li> <li>Changes in rivers over time.</li> </ul>		

***'Never settle for less than your best'***

			<p>and keys to build knowledge of the UK.</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass.</li> <li>• Name and locate hills, mountains, coasts and rivers on maps (e.g Lake District).</li> </ul>			
--	--	--	--	--	--	--

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Year 5 and Year 6

2022 – 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Would I prefer to live in Greater Manchester or Gwynedd?		What's fascinating about Brazil?	Why should the rainforest be important to us all?		
Key Learning	Map skills		South America: Brazil focus	Rainforests		
National Curriculum objectives	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Understand geographical similarities and differences through the study of human and physical geography.</li> <li>Use the eight points of a compass, six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build</li> </ul>		<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <i>Zoom into Brazil.</i></li> <li>Use maps, atlases, globes and digital/computer</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Describe and understand biomes and vegetation belts.</li> <li>Extend knowledge of the wider world by learning about the location and characteristics of</li> </ul>		

***'Never settle for less than your best'***

	<p>knowledge of the United Kingdom and Wider World.</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to describe features studied.</li> </ul>		<p>mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human and physical geography (in relation to Brazil).</li> </ul>	<p>rainforests in the world.</p> <ul style="list-style-type: none"> <li>• Trade links (Fairtrade) and distribution of natural resources.</li> </ul>		
--	--	--	--	---	--	--

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

# St George's Central CE Primary School and Nursery

## Long Term Plan for Geography Year 5 and Year 6

2023 – 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		Will I ever see the water I drink again?			What's unique about the USA?	
Key Learning		Water cycle			USA Region/s of the USA to develop understanding of geographical similarities and differences	
Narional Curriculum objectives		<ul style="list-style-type: none"> <li>Describe and understand key aspects of the water cycle.</li> <li>Describe and understand key aspects of rivers e.g. river formation and the journey of a river.</li> <li>Describe and understand key aspects of human and physical geography in relation to water e.g. know how water can be use to help provide energy, understand issues surrounding flooding and drought.</li> </ul>			<ul style="list-style-type: none"> <li>Identify the position &amp; significance of latitude, longitude, Equator, Northen Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antartic circle, the Prime/ Greenwich Meridian and time zones (including day and night).</li> <li>Locate USA in relation to this. Look at <b>region/s</b> of USA. Develop understanding of geographical similarities and differences e.g. compare region in USA to a region in the UK.</li> <li>Identify environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Look at distribution of natural resources including energy, food, minerals &amp; water.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use six-figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.</li> </ul>	

***'Never settle for less than your best'***