

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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Focus	Me, my family, familiar people	Simple celebrations	Weather and changes	Growing and change	Familiar people	Movement and transport
Key Learning	Explore classroom and routines Visiting local community centre play sessions Forest School	Visiting local community centre play sessions Forest School	Feel cold/warm weather Notice winter clothing Talk about what we see outside Explore winter animals Visiting local community centre play sessions Forest School	Notice what we see outside Forest School	Join in role play (doctor, police) Notice different jobs Talk about what people do Forest School	Talk about journeys (home to nursery) Play with cars, buses, trains Explore moving objects Go on short walks Notice what we see outside Forest School
EYFS Statements	<u>Understanding the World</u> - Explore and respond to different natural phenomena in their setting and on trips - Notice differences between people					

'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 makes me special?	What is there to celebrate?	Why is it cold?	What new life can I see?	What can I be when I grow up?	What journeys will I go on?
Key Learning	School community Learning about St George's Church	Autumnal changes	Weather changes Winter clothing Winter animals	Spring changes	Jobs in their families Jobs in the community	Journey to school Journey of water Forms of transport
EYFS Statements	Maths • Understand position through words alone. For example, 'the bag is under the table,' – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. Understanding the World • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					

'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	What is it like where I live?	What is there to celebrate?	What lives in cold and hot places?	What makes a story magical?	What do living things become?	Why is blue planet amazing?
Key Learning	Getting to know themselves Comparing themselves and families Family Culture Week Comparing where they live Learning about Tyldesley community Journey to school	Autumn Celebrations: Diwali Bonfire Night Remembrance Sunday Christmas and how Christmas is celebrated in other countries Autumnal changes	Learn about animal characteristics Learning about range of animals (pets, farm, zoo and wild etc) Comparing hot and Cold countries Lunar New Year Winter changes	Retelling familiar stories Learning about traditional tales Easter Celebrations Spring changes	Learning about own lifecycle Lifecycles of a butterfly Comparing lifecycles of animals that hatch from an egg Spring changes	Learning about animals that live in the ocean Comparing land and water animals Learning about pollution Exploring capacity with water Summer changes
EYFS Statements	<u>Understanding the World</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Recognise some environments that are different from the one in which they live. - Draw information from a simple map	<u>Understanding the World</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Recognise some similarities and differences between life in this country and life in other countries.	<u>Understanding the World</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Recognise some similarities and differences between life in this country and life in other countries.	<u>Understanding the World</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Recognise some similarities and differences between life in this country and life in other countries.	<u>Understanding the World</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Understand the effect of changing seasons on the natural world around them.	<u>Understanding the World</u> - Describe what they see, hear and feel whilst outside. - Explore the natural world around them. - Understand the effect of changing seasons on the natural world around them.

'Never settle for less than your best'

		Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	- Understand the effect of changing seasons on the natural world around them. - Draw information from a simple map.		
ELG: Understanding the World	<u>People, Cultures and Communities</u> - 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, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> - 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.					

'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

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How do seasons change in the UK?	What are the similarities and differences between the Kalahari Desert and polar regions?		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	
National Curriculum objectives		- Identify seasonal and daily weather patterns in the United Kingdom. - 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. - Name (Y1 & Y2 focus), locate (Y2 focus) and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use world maps, atlases and globes to	- Name and locate the world's seven continents and five oceans. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use world maps, atlases and globes to identify the countries, continents and oceans studied. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Use geographical vocabulary to refer to		- 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. - 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. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and	

'Never settle for less than your best'

		identify the UK, its countries and surrounding seas. • Use geographical vocabulary to refer to key physical features e.g. season, weather, sea and ocean.	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

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Where in the world is the United Kingdom?		What is interesting about Tyldesley?		Where would I prefer to live: Tyldesley or Chembakolli?	
Key Learning	Map work to develop knowledge of the UK and wider world		Our locality		Compare our locality with non-European locality: India	
Narional Curriculum objectives	- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Name and locate the world's seven continents and five oceans. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and		- 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. - 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. - Use geographical vocabulary to refer to key human and physical features.		- 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. - 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. - Use world maps, atlases and globes to identify the countries	

'Never settle for less than your best'

	far; left and right], to describe locations on a map.		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.		and continents studied. Name and locate the world's seven continents and five oceans (recap).	
--	---	--	---	--	---	--

'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

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions			Why is Manchester a unique place to live?		What attracts tourists to the Mediterranean?	
Key Learning			Manchester		Mediterranean Understanding geographical similarities and differences	
Narional Curriculum objectives			- Name and locate cities of the United Kingdom - identify, describe and understand key human characteristics of Manchester e.g population, types of settlement, trade and land use. - Land use patterns and changes over time. - Observe, record and present features using fieldwork e.g. sketch maps. - Use maps, atlases, globes and digital/computer mapping to describe features studied.		- Locate the world's countries, using maps to focus on Europe (including the location of Russia). - Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. - Describe and understand some key aspects of climate zones. - Understand geographical similarities and differences between a region of UK and a region of the Mediterranean. Compare human and physical geography in specific places chosen. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	

'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

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How does tectonic activity affect the Earth?	What makes the North West of England so special?	Why is the River Irwell important to Manchester?		
Key Learning		Mountains, volcanoes and earthquakes	The North West of England	River Mersey		
Narional Curriculum objectives		- Understand key aspects of mountains, volcanoes and earthquakes. - Use of atlases, globes and digital/ computer mapping to describe features studied. - Use of 4 figure grid references to build knowledge of wider world.	- Locate counties and geographical regions of the UK. - 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. - Use maps, atlases, globes and digital/computer mapping to describe features studied. - Use of 4 figure grid references, symbols	- Significance of rivers in relation to economic activity, trade links and the distribution of natural resources including energy, food, minerals and water. - Land use. - Use maps, atlases, globes and digital/computer mapping to describe features studied. - Changes in rivers over time.		

'Never settle for less than your best'

			and keys to build knowledge of the UK. • Use the eight points of a compass. • Name and locate hills, mountains, coasts and rivers on maps (e.g Lake District).			
--	--	--	--	--	--	--

'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

2026 – 2027						
	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 is fascinating about Brazil?	Why should the rainforest be important to us all?		
Key Learning	Map skills		South America: Brazil focus	Rainforests		
Narional Curriculum objectives	- 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. - Understand geographical similarities and differences through the study of human and physical geography. - Use the eight points of a compass, six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build		- 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. - 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> - Use maps, atlases, globes and digital/computer	- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Describe and understand biomes and vegetation belts. - Extend knowledge of the wider world by learning about the location and characteristics of		

'Never settle for less than your best'

	knowledge of the United Kingdom and Wider World. • Use maps, atlases, globes and digital/computer mapping to describe features studied.		mapping to locate countries and describe features studied. • Describe and understand key aspects of human and physical geography (in relation to Brazil).	rainforests in the world. • Trade links (Fairtrade) and distribution of natural resources.		
--	--	--	--	---	--	--

'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

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		How does the water cycle work?			What is 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		- Describe and understand key aspects of the water cycle. - Describe and understand key aspects of rivers e.g river formation and the journey of a river. - 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.			- Identify the position & 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). - Locate USA in relation to this. Look at region/s of USA. Develop understanding of geographical similarities and differences e.g. compare region in USA to a region in the UK. - Identify environmental regions, key physical and human characteristics, countries, and major cities. - Look at distribution of natural resources including energy, food, minerals & water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use six-figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.	

'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