



# Geography Long Term Plan

Within the National Curriculum, Geography is organised into 4 areas: **Physical Geography, Human Geography, Geographical Inquiry and Geographical Knowledge**. Throughout the year, where possible, children's learning is organised through the PYP, allowing for knowledge and skills to be embedded within a meaningful context. Regular opportunities are given throughout the week, term and year to allow recall of subject knowledge, allowing children to build on and use their understanding in order to make progress during their time at COPA.

Geography	EYFS and Nursery		Year 1	Year 2
	<p>N: Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p>R: Talk about the features of their own immediate environment</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p><b>Autumn 1</b></p> <p><b>How We Express Ourselves</b></p>	<p><b>Area: Geographical Inquiry, Physical Geography</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they say what they like about their locality?            Can they sort things they like and dislike?            Can they think of a few relevant questions to ask about a locality?</p> <p>Can they explain the main features of a hot and cold place?</p> <p>Can they answer questions about the weather?            Can they answer questions using a weather chart?            Can they keep a weather chart?            Can they make plausible predictions about what the weather may be like later in the day or tomorrow?            Can they explain how the weather changes with each season?</p>	<p><b>Area: Geographical Inquiry, Physical Geography, Human Geography, Geographical Knowledge</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they find out about a locality by using different sources of evidence?</p> <p>Can they describe some physical features of their own locality?            Can they explain what makes a locality special?            Can they describe some places which are not near the school?            Can they describe a place outside Europe using geographical words?            Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley?            Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p> <p>Can they describe some human features of their own locality, such as the jobs people do?            Can they explain how the jobs people do may differ in different parts of the world?</p> <p>Can they name the continents of the world and find them in an Atlas?            Can they name the world's oceans and find them in an Atlas?</p>

				Can they locate some of the world's major rivers and mountain ranges?
		<p><b>Autumn 2</b></p> <p><b>Who We Are</b></p>	<p><b>Area: Physical Geography, Geographical Inquiry</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they say what they like about their locality?</p> <p>Can they sort things they like and dislike?</p> <p>Can they think of a few relevant questions to ask about a locality?</p> <p>Can they identify the four countries making up the United Kingdom?</p> <p>Can they name some of the main towns and cities in the United Kingdom?</p> <p>Can they name a few towns in the south and north of the UK?</p> <p>Can they name different jobs that people living in their area might do?</p> <p>Can they tell someone their address?</p> <p>Can they describe a locality using words and pictures?</p> <p>Can they answer questions about the weather?</p> <p>Can they answer questions using a weather chart?</p> <p>Can they keep a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p> <p>Can they explain how the weather changes with each season?</p>	<p><b>Area: Physical Geography, Geographical Knowledge</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they find the longest and shortest route using a map?</p> <p>Can they point out the North, South, East and West associated with maps and a compass?</p>
		<p><b>Spring 1</b></p> <p><b>Sharing The Planet</b></p>	<p><b>Area: Geographical Knowledge</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they answer questions about the weather?</p> <p>Can they answer questions using a weather chart?</p> <p>Can they keep a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like later in the day</p>	<p><b>Area: Geographical Inquiry, Physical Geography, Human Geography, Geographical knowledge</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they label a diagram or photograph using some geographical words?</p> <p>Can they find out about a locality by asking some relevant questions to someone else?</p>

			<p>or tomorrow? Can they explain how the weather changes with each season?</p> <p>Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place?</p>	<p>Can they describe some physical features of their own locality? Can they explain what makes a locality special?</p> <p>Do you think that people ever spoil the area? How? Do they think that people try to make the area better? How?</p> <p>Can they name the continents of the world and find them in an Atlas? Can they name the world's oceans and find them in an Atlas?</p>
	<p><b>Spring 2</b></p> <p><b>Where We Are In Place And Time</b></p>	<p><b>Area: Human Geography, Physical Geography</b></p> <p><b>Coverage/Progression:</b> Can they answer questions about the weather? Can they answer questions using a weather chart? Can they keep a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow? Can they explain how the weather changes with each season?</p> <p>Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place?</p>	<p><b>Area: Geographical Knowledge</b> <b>Coverage/Progression:</b></p> <p>Can they name the major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK? Can they point out the North, South, East and West associated with maps and a compass?</p>	
	<p><b>Summer 1</b></p> <p><b>How The World Works</b></p>	<p><b>Area: Geographical Knowledge</b></p> <p><b>Coverage/Progression:</b> Can they answer questions about the weather? Can they answer questions using a weather chart?</p>	<p><b>Area: Human Geography</b> <b>Coverage/Progression:</b> Can they explain what facilities a town or village might need?</p>	

			<p>Can they keep a weather chart?  Can they make plausible predictions about what the weather may be like later in the day or tomorrow?  Can they explain how the weather changes with each season?</p> <p>Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p>Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</p> <p>Can they point out where the equator, north pole and south pole are on a globe or atlas?  Can they begin to explain why they would wear different clothes at different times of the year?  Can they tell something about the people who live in hot and cold places?  Can they explain what they might wear if they lived in a very hot or a very cold place?</p>	
		<p><b>Summer 2</b></p> <p><b>How We Organise Ourselves</b></p>	<p><b>Area: Human Geography, Geographical Knowledge</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they answer questions about the weather?  Can they answer questions using a weather chart?  Can they keep a weather chart?  Can they make plausible predictions about what the weather may be like later in the day or tomorrow?  Can they explain how the weather changes with each season?</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p>	<p><b>Area: Geographical Inquiry, Physical Geography, Human geography</b></p> <p><b>Coverage/Progression:</b></p> <p>Can they say what they like and don't like about their locality and another locality like the seaside?  Can they make inferences by looking at a weather chart?  Can they make plausible predictions about what the weather may be like in different parts of the world?</p> <p>Can they describe some physical features of their own locality?  Can they explain what makes a locality special?  Can they describe some of the features associated with an island?</p> <p>Can they explain how the jobs people do may</p>

				<p>different in different parts of the world?          Can they explain how the weather affects different people?          Can they find where they live on a map of the UK?</p>
--	--	--	--	--

Geography	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn 1</b>  <b>How We Express Ourselves</b></p>	<p><b>Area:</b>  <b>Coverage/Progression:</b></p>	<p><b>Area: Physical Geography</b>  <b>Coverage/Progression:</b>            Can they explain why people are attracted to live in cities?            Can they describe the main features of a well known city?            Can they find the same place on a globe and in an atlas?</p>	<p><b>Area: Geographical Inquiry</b>  <b>Coverage/Progression:</b>            Can they find possible answers to their own geographical questions?            Can they make detailed sketches and plans; improving their accuracy later?</p>	<p><b>Area: Geographical Knowledge</b>  <b>Coverage/Progression:</b>            Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environment regions, key physical and human characteristics, countries and major cities.</p>
<p><b>Autumn 2</b>  <b>Who We Are</b></p>	<p><b>Area:</b>  <b>Coverage/Progression:</b></p>	<p><b>Area: Human Geography</b>  <b>Coverage/Progression:</b>            Can they suggest different ways that a locality could be changed and improved?            Can they explain how people are trying to manage their environment?</p>	<p><b>Area: Geographical Inquiry</b>  <b>Coverage/Progression:</b>            Can they collect information about a place and use it in a report?            Can they map land use?            Can they find possible answers to their own geographical questions?            Can they make detailed sketches and plans; improving their accuracy later?            Can they plan a journey to a place in another part of the world, taking account of distance and time?            Can they work out an accurate itinerary detailing a journey to</p>	<p><b>Area: Geographical Knowledge</b>  <b>Coverage/Progression:</b>            Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

			another part of the world?	
<p><b>Spring 1</b> Sharing The Planet</p>	<p><b>Area:</b> Coverage/Progression:</p>	<p><b>Area: Geographical Knowledge/Physical Geography Coverage/Progression:</b> Can they locate the Tropic of Cancer and the Tropic of Capricorn? Can they explain why people may choose to live in a village rather than a city? Can they explain why people are attracted to live in cities? Can they use appropriate symbols to represent different physical features on a map? Can they find different views about an environmental issue? What is their view? Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</p>	<p><b>Area:Physical Geography Coverage/Progression:</b>  Can they explain why many cities of the world are situated by rivers? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>	<p><b>Area: Geographical Enquiry/Knowledge</b>  Coverage/Progression:  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>
<p><b>Spring 2</b> Where We Are In Place And Time</p>	<p><b>Area:Physical Geography Coverage/Progression:</b>  Can they describe how volcanoes are created/  <b>Area: Human Geography Coverage/Progression:</b>  Can they describe how volcanoes have an impact on people's lives?  <b>Area: Geographical Knowledge</b></p>	<p><b>Area: Geographical Inquiry Coverage/Progression:</b> Can they name the counties that make up the home counties of London? Can they plan a journey to a place in England? Can they give accurate measurements between 2 given places within the UK?Can they label the same features on an aerial photograph as on a map? Can they carry out a survey to discover features of cities and</p>	<p><b>Area:Geographical Knowledge Coverage/Progression:</b>  Can they name and locate many of the world's major rivers on maps? Can they name and locate many of the world's most famous mountain regions on maps? Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas? Can they begin to recognise the climate of a given country</p>	<p><b>Area: Human Geography Coverage/Progression:</b>  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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.  Physical Geography;</p>

	<p><b>Coverage/Progression:</b> Can they locate and name some of the world's most famous volcanoes?</p>	<p>villages? Can they name up to six cities in the UK and locate them on a map?</p>	<p>according to its location on the map?</p>	<p>Including: climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Human Geography:</b> 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><b>Summer 1 How The World Works</b></p>	<p><b>Area: Physical Geography Coverage/Progression:</b> Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</p> <p>Can they use maps and atlases appropriately by using contents and indexes?</p> <p><b>Area: Geographical Inquiry Coverage/Progression:</b> Can they begin to use a 4 figure grid references?</p> <p>Can they use some basic OS map symbols?</p> <p><b>Area: Geographical Knowledge Coverage/Progression:</b> Can they name the two largest seas in Europe?</p>	<p><b>Area: Geographical Knowledge Coverage/Progression:</b> Can they explain why people are attracted to live in cities? Can they suggest different ways that a locality could be changed and improved?</p>	<p><b>Area: Human Geography Coverage/Progression:</b> Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can they report on ways in which humans have both improved and damaged the environment?</p>	<p><b>Area: Physical Geography Coverage/Progression:</b> Use the eight points of a compass, found and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.</p>
<p><b>Summer 2 How We Organise Ourselves</b></p>	<p><b>Area: Geographical Inquiry Coverage/Progression:</b> Can they identify key features of a locality by using a map?</p>	<p><b>Area: Geographical Knowledge Coverage/Progression:</b> Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p>	<p><b>Area: Physical Geography Coverage/Progression:</b> Can they explain why many cities of the world are situated by rivers?</p>	<p><b>Area: Physical Geography Coverage/Progression:</b> Use the eight points of a compass, found and six figure grid references, symbols and key</p>

	<p><b>Area: Physical Geography Coverage/Progression:</b></p> <p>Can they confidently describe physical features in a locality?</p>	<p>Do they know the difference between the British Isles, Great Britain and UK?</p> <p>Do they know the countries that make up the European Union?</p> <p>Can they name up to six cities in the UK and locate them on a map?</p> <p>Can they locate and name some of the main islands that surround the UK?</p> <p>Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</p> <p>Can they name the counties that make up the home counties of London?</p> <p>Can they name some of the main towns and cities in Yorkshire and Lancashire?</p>	<p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>Can they explain how the water cycle works?</p> <p>Can they explain why water is such a valuable commodity?</p> <p>Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p> <p>Can they name and locate many of the world's major rivers on maps?</p> <p>Can they name and locate many of the world's most famous mountain regions on maps?</p> <p>Can they locate the USA and Canada on a world map and atlas?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p> <p>Can they begin to recognise the climate of a given country according to its location on the map?</p>	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.</p>
--	--	---	---	---

***Establishing strong roots, developing confident global citizens***