



## Evenwood C of E Primary School EYFS Geography Long Term Plan



### EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently, through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early geographical skills. The aims and content address a number of key geographical concepts. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The early learning goals at EYFS aim to guide children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.

The aims of our EYFS curriculum is to develop children's early geographical skills by providing rich experiences to promote the following:

- Beginning to use geographical based language - language associated with location, environments, plants, animals and places.
- Developing a sense of geographical awareness.
- Comparison and contrast, similarity and differences within places and environments in their locality.
- Read, handle and use geographical information such as simple maps, photographs and non-fiction texts
- Use simple fieldwork skills to observe and comment on the changes that they can see in their immediate environment.

### ELG Content

ELG: People, Culture and Communities

Pupils should be given the opportunity to:

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction, texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences, and what they have 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 maps

ELG: The Natural World

Pupils should be given the opportunity to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.
- Understand some important processes and change in the natural world around them; including the seasons and changing matters

Autumn	Spring	Summer
<p><b><u>Seasons/Weather</u></b>  <b>Possible Questions</b>            What happens to the trees in...?            What do we wear when...?</p> <p><b><u>Celebrations</u></b>            Children to explore celebrations in their lives such as birthdays as well as;</p> <ul style="list-style-type: none"> <li>- Harvest Festival</li> <li>- Diwali (India)</li> <li>- Hanukah (Jewish)</li> <li>- Thanksgiving (America)</li> <li>- Christmas</li> </ul> <p><b>Possible Questions</b>            What are children around the world celebrating?</p> <p><b><u>Where do I live?</u></b>  <b>Possible Questions</b>            Where is my house on a map?</p> <p>*make comparisons with our homes and a house in a different country</p>	<p><b><u>Seasons/Weather</u></b>  <b>Possible Questions</b>            What happens to the trees in ...?            What do we wear when...?</p> <p><b><u>Celebrations</u></b></p> <ul style="list-style-type: none"> <li>- Easter</li> <li>- Mother's Day</li> <li>- Chinese New Year (China)</li> <li>- Holi (India)</li> <li>- Valentine's Day</li> </ul> <p><b>Possible Questions</b>            What are children around the world celebrating?</p> <p><b><u>Where is my school?</u></b>  <b>Possible Questions</b>            Where is our school on a map?</p> <p>*make comparisons with our school and a school in a different country</p>	<p><b><u>Seasons/Weather</u></b>  <b>Possible Questions</b>            What happens to the trees in ...?            What do we wear when...?</p> <p><b><u>Celebrations</u></b></p> <ul style="list-style-type: none"> <li>- Father's Day</li> <li>- St. George's Day</li> <li>- Ramadan (Muslim)</li> <li>- Tanabata - Star Festival (Japanese)</li> </ul> <p><b>Possible Questions</b>            What are children around the world celebrating?</p> <p><b><u>Where is England?</u></b>  <b>Possible Questions</b>            Where is England on a map?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<p>N - Autumn, Winter, cold, rain, wind, trees, leaves, Harvest, fruit, vegetable, special celebration, Christmas, house, street, road, garden, yard</p> <p>R - Autumn, Winter, shower, breeze, frost, dew, branches, Harvest, produce, Diwali, Hanukah, Thanksgiving, Christmas, New Year, bungalow, flat, village name, town name</p>	<p>N - Winter, Spring, snow, ice, frost, cloudy, Easter, pancake, special celebration, Chinese New Year, school, playground, outside area</p> <p>R - Winter, Spring, hail, buds, Easter, Shrove Tuesday, Ash Wednesday, Chinese New Year, lantern, Holi, field, building, map, hill, town name, village name</p>	<p>N - Summer, hot, sunshine, special celebration, England, country</p> <p>R - Summer, warm, blossom, Ramadan, St. George, Tanabata, Britain, London, city</p>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p>Why Do Leaves Fall From Trees? By Ruth Owen</p> <p>Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup (NF)</p> <p>Elmer and the Rainbow by David McKee</p> <p>Let's Eat! Children and their food around the world by Beatrice Hollyer</p> <p>Mouse House by John Burningham</p>	<p>Shanyi Goes to China by Sungwan So (NF)</p> <p>Children Just Like Me by Barnabas and Anabel Kindersley (NF)</p> <p>We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</p> <p>Going to School in India by Lisa Heydlauff (NF)</p> <p>We go to school in Japan by Gwynneth Ashby (NF)</p>	<p>The Wind Blew by Pat Hutchins</p> <p>Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy</p> <p>Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup (NF)</p> <p>Pussycat, Pussycat, Where Have You Been by Russell Punter (NF)</p>

<b><u>Start small, dream big</u></b>		Bears from around the world (NF)
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	<b>History</b>	<b>History</b>
<b>Focus Content</b>		
<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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</li> <li>• 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</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• 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.</li> </ul>		



**Evenwood C of E Primary School**  
**Year One and Two Geography Long Term Plan**  
**Cycle A**



Autumn	Spring	Summer
Mapping the World, describing maps of the world 1 and 2 used throughout. Fieldwork incorporated throughout.		
<b>United Kingdom</b>  <b>England</b>  <b>London</b>  <b>Newcastle upon Tyne</b>	<b>Climate</b>	<b>Oceans</b>  <b>Arctic</b> <b>Atlantic</b> <b>Pacific</b> <b>Indian</b> <b>Southern</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>England:</b> United, Union, Monarchy, Democratic, Government, Archipelago <b>London:</b> Capital city, government, business, cultural <b>Newcastle:</b> remnants, significant, ethnic backgrounds, millennium, philanthropist, bridge	<b>Climate:</b> temperatures, climate, weather, polar, equatorial, tropical, extremely, vast, thrive	<b>Arctic:</b> entirely, connected, ports, natural resources, climate change <b>Atlantic:</b> connected, equator, ports, marine species, endangered, driftnet <b>Pacific:</b> equator, tourist destinations, marine species, inhabitants, atolls <b>Indian:</b> entirely, trade, beneath, fuel, gulfs, natural resource, artificially, canal <b>Southern:</b> ice-breaker, accompany, equator, roaring, furious, shrieking, invertebrate
<b>Focused Content:</b>		
<div> <div> <b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>7 continents and 5 oceans</li> <li>Human and physical characteristics of the UK</li> <li>Similarities and differences between areas of the UK / World</li> </ul> </div> <div> <b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Seasonal and daily weather patterns (UK, equator, North, South Pole.</li> <li>Key terminology (Refer to list above)</li> </ul> </div> <div> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Compass points</li> <li>Aerial photographs / constructing simple maps</li> <li>Fieldwork within the grounds.</li> </ul> </div> </div>		



**Evenwood C of E Primary School**  
**Year One and Two Geography Long Term Plan**  
**Cycle B**



Autumn	Spring	Summer
Mapping the World, describing maps of the world 1 and 2 used throughout. Fieldwork incorporated throughout.		
<b>United Kingdom</b>  <b>Scotland</b>  <b>Edinburgh</b>  <b>Northern Ireland</b>  <b>Belfast</b>	<b>Weather</b>	<b>Australia</b>  <b>Aboriginal People</b> <b>Animals</b> <b>Great Barrier Reef</b> <b>Sydney</b> <b>Daintree Rainforest</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>Scotland:</b> rural, emblem, archipelago, peak, munros, legend, remote, inhabitants  <b>Edinburgh:</b> Gaelic, parliament, Firth, extinct, military tattoo  <b>Northern Ireland:</b> rural, Gaelic, emblem, causeway, hexagonal columns, conflict  <b>Belfast:</b> RMS, maiden voyage, iceberg, Catholic, Protestant	<b>Weather:</b> frequently, represented, symbols, physical process, atmosphere, technique  <b>Extreme weather:</b> heatwave, drought, flood, monsoon, blizzard, gale/storm. Cyclone/hurricane, tornado/twister	<b>Australia:</b> Commonwealth, democratic, urban, surrounded, lone  Aboriginal people; indigenous, descendants, migrants, sacred, ancestors, vast, remote, inland  <b>Animals:</b> monotremes, mammals, marsupials, plumage, nocturnal, carnivorous, rural  <b>Great Barrier Reef:</b> reef, barrier, species, vibrant, marine, bacteria, recycling  <b>Sydney:</b> harbour, plateau, temperature, settlement, convicts, urban  <b>Daintree Rainforest:</b> surviving, geologist, rare, endangered, rediscovered, region
<b>Focused Content:</b>		
<b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>7 continents and 5 oceans</li> <li>Human and physical characteristics of the UK</li> </ul>		<b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Compass points</li> </ul>

- Similarities and differences between areas of the UK / World

- Ariel photographs / constructing simple maps
- Fieldwork within the grounds.

**Human and physical Geography:**

- Seasonal and daily weather patterns (UK, equator, North, South Pole.
- Key terminology (Refer to list above)



**Evenwood C of E Primary School**  
**Key Stage Two Geography Long Term Plan**



## KS2 - Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## KS2 - Content

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- 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)

Place knowledge

- 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

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four 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.



**Evenwood C of E Primary School**  
**Year Three and Four Geography Long Term Plan**  
**Cycle A**



Autumn	Spring	Summer
<b>Describing maps of the world 2 and 3 used throughout. Fieldwork incorporated throughout.</b>		
<b>Landscapes: weathering</b>  Rivers Mountains  <b>Erosion and Deposition</b> Coasts Management	<b>International trade</b>  Food Natural resources Tourism	<b>The water cycle</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>Landscapes</b> <b>Weathering:</b> constantly, contributing, pollution, landforms <b>Rivers:</b> watercourse, tributaries, source, mouth, channel, river bed, reaches, meanders, deltas, estuary <b>Mountains:</b> landform, summits, mountain ranges, magma, plate tectonics  <b>Erosion and Deposition</b> <b>Rivers:</b> erosion, transportation, deposition. Youthful, middle-aged, mature, meanders, ox-bow lakes, delta <b>Coasts:</b> erosion, deposition, tourist destinations <b>Management:</b> natural physical process, artificial structures, advantages, disadvantages, prevent, promenade, boulders, maintain	<b>International trade</b> <b>Food:</b> import, exporting, beverage <b>Natural resources:</b> international, natural, resources, imported, exporting <b>Tourism:</b> international, tourism, cultural, historical, intangibility	<b>The Water Cycle</b> <b>The cycle:</b> atmosphere, continuous <b>Clouds and precipitation:</b> precipitation, cumulonimbus, stratus, cumulus, cirrus
<b>Focused Content:</b>		
<div> <b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> </ul> </div> <div> <b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> </div> <div> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> </ul> </div>		



- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Similarities and differences between locations in the world.
- Grid references
- Fieldwork of the area including sketch maps



**Evenwood C of E Primary School**  
**Year Three and Four Geography Long Term Plan**  
**Cycle B**



Autumn	Spring	Summer
<b>Describing maps of the world 2 and 3 used throughout. Fieldwork incorporated throughout.</b>		
<b>Europe</b>  Population Rivers Mountains	<b>Transportation</b>  Cities National International	<b>Earthquakes and volcanoes</b>  Plate tectonics Pacific Ring of Fire Impact  <b>Climate Change</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>Europe:</b> landmass <b>Population:</b> population, city-state, enclave, inhabitants <b>Rivers:</b> primary, numerous, traversing, source, remote, delta, commercial <b>Mountains:</b> mountain ranges, peak, boundary, extends, summit	<b>Transportation</b> <b>Cities:</b> advantages, disadvantages, congestion, pollution, vulnerable <b>National:</b> networks, frequently, bridleway, conflict <b>International:</b> international, destination, cargo	<b>Earthquakes and volcanoes</b> <b>Plate tectonics:</b> earthquakes, volcanoes, erupt <b>Pacific Ring of Fire:</b> volcano, earthquake, dormant, collision <b>Impact:</b> magnitude, meteoric, intensity, tsunami
<b>Focused Content:</b>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> <li>Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> <li>Similarities and differences between locations in the world.</li> </ul> </div> <div style="width: 48%;"> <b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Grid references</li> <li>Fieldwork of the area including sketch maps</li> </ul> </div> </div>		



**Evenwood C of E Primary School**  
**Year Five and Six Geography Long Term Plan**  
**Cycle A**



Autumn	Spring	Summer
<b>Using maps: features used throughout. Fieldwork incorporated throughout.</b>		
<b>North America</b>  Population Rivers Mountains	<b>Ocean currents</b>  <b>Marine biome</b>  <b>Freshwater biome</b>	<b>Biomes and climate zones</b>  <b>Tropical Rainforest biome</b>  <b>Temperate deciduous forest biome</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>North America:</b> latitude, lowlands, agricultural, predominant <b>Population:</b> colonised, indigenous, populous, sparsely, metropolitan <b>Rivers:</b> irrigation, rises, numerous, confluence, pesticides <b>Mountains:</b> topographic, subduction, seismic	<b>Ocean currents:</b> continuous, gyres, pollution, garbage <b>Marine biome:</b> saline, vertical, detected, significant, photosynthesis <b>Freshwater biome:</b> ecosystem, aquifer, habitats, migration	<b>Biomes and climate zones:</b> categorise, inhabit, terrestrial, aquatic, climate <b>Tropical rainforest biome:</b> equatorial, sub-equatorial, precipitation, emergent, canopy, under storey, deforestation <b>Temperate deciduous forest:</b> temperate, deciduous, shrubs, timber, emissions
<b>Focused Content:</b>		
<div> <div> <b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> <li>Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> <li>Similarities and differences between locations in the world.</li> </ul> </div> <div> <b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> </div> <div> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Grid references</li> <li>Fieldwork of the area including sketch maps</li> </ul> </div> </div>		



**Evenwood C of E Primary School**  
**Year Five and Six Geography Long Term Plan**  
**Cycle B**



Autumn	Spring	Summer
<b>Using maps: features used throughout. Fieldwork incorporated throughout.</b>		
<b>South America</b>  <b>Population</b> <b>Rivers</b> <b>Mountains</b>	<b>Biomes and climate zones</b>  Desert biome Savannah biome Grassland biome	<b>Biomes and climate zones</b>  Taiga biome Tundra biome Ice biome
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>South America;</b> landmass, sparsely, landlocked, indigenous, colony <b>Population:</b> median, populous, sparsely Rivers: river basin, tributary, discharging <b>Mountains;</b> topographic, subduction, seismic, citadel	<b>Biomes and climate zones:</b> categorise, inhabit, terrestrial, aquatic, climate <b>Desert biome;</b> ecosystem, arid, evaporates, vegetation, nocturnal <b>Savannah biome:</b> sporadic, roaming, grazing, desertification, abundant, carviverous, predators <b>Grassland biome;</b> expanses, precipitation, fertile	<b>Biomes and climate zones:</b> categorise, inhabit, terrestrial, aquatic, climate <b>Taiga biome;</b> terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate <b>Tundra biome;</b> permafrost, ecosystems, hibernate, migrate, clusters <b>Ice biome:</b> latitude, majority, permafrost, microscopic
<b>Focused Content:</b>		
<div> <div> <b>Locational and place knowledge:</b> <ul style="list-style-type: none"> <li>Locate countries identifying environmental regions and key physical and human characteristics.</li> <li>Counties, cities, Geographical Regions, topographical features of the UK</li> <li>Land use patterns and how they have changed.</li> <li>Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> <li>Similarities and differences between locations in the world.</li> </ul> </div> <div> <b>Human and physical Geography:</b> <ul style="list-style-type: none"> <li>Physical - Refer to list above</li> <li>Human - Refer to list above</li> </ul> </div> <div> <b>Geography skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Maps, atlases, keys</li> <li>Grid references</li> <li>Fieldwork of the area including sketch maps</li> </ul> </div> </div>		