





'Life in all its fullness'  
John 10:10

## Christ Church C.E.(VC) Primary School

### Geography Long Term Plan Year A 2024/25 Year B 2023/24



NC	National Curriculum Key Stage 1	
Topic	 <b>Global Studies</b>	 <b>Local Studies</b>
Locational Knowledge	Name and locate the world's seven continents and five oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	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	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Human and physical geography	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	Identify seasonal and daily weather patterns in the United Kingdom  Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
Geographical skills and fieldwork	Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage  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 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 world maps, atlases and globes to identify the United Kingdom and its countries  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 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 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.



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**Geography Long Term Plan Year A 2024/25 Year B 2023/24**



NC	National Curriculum Key Stage 2	
Topic	 <b>Global Studies</b>	 <b>Local Studies</b>
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  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)	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
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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
Human and physical geography	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes</li> <li>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</li> </ul>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, oceans and the water cycle</li> <li>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</li> </ul>
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.	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.



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1	Topic 1	Topic 2
Topic	<p style="text-align: center;"><b>Global Studies</b></p> 	<p style="text-align: center;"><b>Local Studies</b></p> 
Overview	<p>Children begin to develop an understanding of the place of the UK with a global context using globes and atlases. They learn about people and animals from different locations around the globe. They begin to name and locate some of the world's continents and oceans.</p>	<p>Children learn about their local area through walks, photographs and maps. They begin to develop locational knowledge of the rest of the UK. They begin to name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. They begin to use maps, atlases and compass directions.</p>
Year A	<p><b>People and their communities – Rising Stars 1.2</b> Children learn about their locality, and a series of locations and places outside of Europe. They describe the physical and human geography of a distant place using geographical vocabulary.</p>	<p><b>What is it like to live in our local area? – Rising Stars 1.1</b> Children learn about the local area and name key landmarks and natural features in the area. They will locate places on a map of the local area using locational and directional language.</p>
Year B	<p><b>Animals and their Habitats – Rising Stars 1.3</b> Children recognise and name some of the continents and oceans. They learn that some of these continents have significant hot and/or cold areas. They will learn about, and describe, specific human and physical features including the habitat of a significant animal.</p>	<p><b>Barnaby Bear Investigates the UK – Geographical Association</b> Children will develop locational knowledge based on Barnaby Bear's journey around the UK. They will add to their learning through local walks, photographs and maps. They will learn about the seasons and think about how they will prepare for changes in the weather throughout the year.</p>
Map Skills	<p><b>Royal Geographical Society – Map Skills 1</b> Map the classroom</p>	
Vocabulary		



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2	Topic 1	Topic 2
Topic	<p align="center"><b>Global Studies</b></p> 	<p align="center"><b>Local Studies</b></p> 
Overview	<p>Children begin to understand geographical similarities and differences between the United Kingdom and a contrasting non-European country. They use basic geographical knowledge to refer to key physical and human features from world locations. They name and locate the world's seven continents and five oceans.</p>	<p>Children use fieldwork and observational skills identify seasonal and daily weather patterns in the United Kingdom. They begin to compare weather in the UK with the rest of the globe. They use maps, atlases and compass directions.</p>
Year A	<p><b>Our Wonderful World – Rising Stars 2.3</b> Children identify and name continents and some of the wonders of the world. They use atlases, maps and globes to locate some of the wonders and give their opinion using some of the key vocabulary.</p>	<p><b>Journeys – Rising Stars 2.2</b> Children identify foods that can be bought on the local high street and explain that many different types of food come from the UK. They can explain where everyday products come from and learn about what cereal crops are made into.</p>
Year B	<p><b>Barnaby Bear Investigates the World – Geographical Association</b> Children begin to understand geographical similarities and differences between the United Kingdom and a contrasting non-European country.</p>	<p><b>Seasons – Rising Stars 2.1</b> Children identify changes in the weather and seasonal weather patterns in the UK. They take repeated observations and record these using symbols. Children learn that the weather may vary, and there can be hot and cold areas of the UK on the same day.</p>
Map Skills	<p align="center"><b>Royal Geographical Society – Map Skills 2</b> Map the Playground</p>	
Vocabulary		



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3	Topic 1	Topic 2
Topic	<p align="center"><b>Global Studies</b></p> 	<p align="center"><b>Local Studies</b></p> 
Overview	<p>Children use maps, atlases, globes and digital/computer mapping to find out about the earth's hemispheres and climate zones.</p>	<p>Children 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>
Year A	<p><b>Climate and Weather – Rising Stars 3.1</b> Children indicate the tropical and polar climate zones on a globe or map. They describe the characteristics of these zones using appropriate vocabulary and can say what a biome is. They correctly use some geographical key vocabulary.</p>	<p><b>Coasts – Rising Stars 3.3 (A)</b> Children locate and describe a coastal environment in the UK. They use appropriate geographical vocabulary to describe significant human and physical coastal features. they talk about how coasts change and can identify human coastal activities.</p>
Year B	<p><b>Our World – Rising Stars 3.2</b> Children use world maps, atlases, globes and digital/computer mapping to locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes. They correctly use some geographical key vocabulary.</p>	<p><b>Coasts – Rising Stars 3.3 (B)</b> Children locate and describe a coastal environment in the UK. They use appropriate geographical vocabulary to describe significant human and physical coastal features. they talk about how coasts change and can identify human coastal activities.</p>
Map Skills	<p align="center"><b>Royal Geographical Society – Map Skills 3</b> Map the UK</p>	
Vocabulary		



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4	Topic 1	Topic 2
Topic	<p align="center"><b>Global Studies</b></p> 	<p align="center"><b>Local Studies</b></p> 
Overview	<p>Children study other areas of the world through maps, atlas's books and film. They contrast with their own environments. They learn that</p>	<p>Children learn about river and mountain environments and add to what they know about the water cycle. They continue to develop their map skills and learn about Ordnance Survey. They deepen their understanding through fieldwork.</p>
Year A	<p><b>Investigating Mountains and Volcanos – Geographical Association</b> Children learn the main features of mountains and understand how they are formed. Pupils will also learn about volcanoes and where and why they occur, with a focus on Mount Vesuvius in Italy.</p>	<p><b>Rivers and the Water Cycle – Rising Stars 4.2</b> Children name and locate some of the UK's most significant rivers and mountains. They describe a river and a mountain environment in the UK, using appropriate geographical vocabulary. Children describe the water cycle in sequence, using appropriate geographical vocabulary. They can name (some of) the processes associated with rivers and mountains and name some of the world's great rivers and mountains.</p>
Year B	<p><b>Earthquakes and volcanos – Rising Stars 4.3</b> Children describe some features of earthquakes and volcanoes. They know that people live in earthquake zones and close to active volcanoes and appreciate that earthquakes and volcanoes are often associated. They can name some volcanoes and major earthquakes.</p>	<p><b>Investigating Rivers – Geographical Association</b> Children learn about physical processes connected with rivers and the formation of river landscapes, and the interaction between physical and human environments through river flooding. (Link to water cycle taught in Science, Class 4, Spring 1)</p>
Map Skills	<p align="center"><b>Royal Geographical Society – Map Skills 4</b> Ordnance Survey</p>	
Vocabulary		



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5	Topic 1	Topic 2
Topic	<b>Global Studies</b> 	<b>Local Studies</b> 
Overview		Children study some of the key topological and man-made features of the UK. They learn about changes to their local area and what this might mean for the future.
Year B 2023/24	<b>Global warming and climate change – Rising Stars 6.2</b> Children describe some threats to the health of our planet and can identify an environmental issue, They can name several common minerals and describe some renewable and non-renewable energy sources. They explain how humans rely on the oceans and think of ways to make school more sustainable.	<b>Our World in the future – Rising Stars 6.3</b> Children can explain why their local area is special and plan and carry out fieldwork. They can describe different types of local industry and public services. They find reasons to feel optimistic about their region’s future and describe the importance of community spirit.
Year A 2024/25	<b>South America: The Amazon – Rising Stars 6.1</b> Children use an atlases, maps or globes to locate the Amazon rainforest and Amazon River. They can explain some of the ways in which the Amazon rainforest is valuable and correctly use some of the key vocabulary. They understand how they can play a role in preserving the environment, name at least one animal that lives in the Amazon and describe how it has adapted to its habitat	<b>Changes in our local environment – Rising Stars 5.1</b> Children can describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland. They name and locate some key topographical features of the UK and can locate where they live within the UK. They can describe changes that have happened in their local area and share their hopes for the future of the area.
Year B 2025/26	<b>Europe a study of the Alpine Region – Rising Stars 5.2</b> Children discover how the Alps were formed and how homes are adapted to the climate.	<b>Global warming and climate change – Rising Stars 6.2</b> Children describe some threats to the health of our planet and can identify an environmental issue, They can name several common minerals and describe some renewable and non-renewable energy sources. They explain how humans rely on the oceans and think of ways to make school more sustainable.
Map Skills	<b>Royal Geographical Society – Map Skills 5</b> Relief and contour lines	
Vocabulary		



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