

Geography LTP



KEY STAGE 1

Cycle	Year	Autumn	Spring	Summer – Fieldwork focus during National Fieldwork Month - June
	EYFS Understanding the world	Exploration of the Environment: Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. People, Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. The Natural World: 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		
A	1/2	The UK and Life in London - name, locate and identify characteristics of the 4 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. - 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	Contrasting Localities: Kenya - 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 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	Our Village - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use simple fieldwork and observational skills to study the

		features; devise a simple map; and use and construct basic symbols in a key	physical features; devise a simple map; and use and construct basic symbols in a key	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 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
B	1/2	Continents & Oceans - name and locate the world's 7 continents and 5 oceans - use world maps, atlases and globes to identify continents and oceans - use simple compass directions - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Weather Explorers identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Seasides - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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

KEY STAGE 2

Cycle	Year	Autumn	Spring	Summer – Fieldwork focus during national Fieldwork Month -June
A	3/4	Italy - 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 - 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 in North or South America - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Mountains and Volcanoes describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes.	Settlements - 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 - human geography, including: types of settlement and land use
B	3/4	Snowdonia 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	Rivers - describe and understand key aspects of: physical geography, including: rivers and the water cycle - use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build	Local Land Use 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 how some of these aspects have changed over time • use the 8 points of a compass, 4- and 6-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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	their knowledge of the United Kingdom and the wider world • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• human geography, including: types of settlement and land use
A	5/6	North & South America: Brazil focus • 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 • 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 in North or South America • use the 8 points of a compass, 4- and 6-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	Amazon Rainforest • describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. 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	Rivers & Coasts • 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 • human geography, including: economic activity including trade links, and the distribution of natural resources

		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
B	5/6	Longitude, Latitude & Time Zones 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)	Natural Resources 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	Food Distribution & Climate - 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 - human geography, including: economic activity including trade links, and the distribution of natural resources

In *Leading Primary Geography* Simon Catling outlines seven 'big ideas' that are key in developing geographical learning.

1. **Place**

What is it like, what happens there, how it changes, emotion response.

2. **Space**

Location, distribution, patterns and network connections, layout.

3. **Scale**

Local, regional, national, continental, global.

4. **Environment**

Physical and human processes, actions and features, change.

Lauren Griffiths
Head of Humanities

5. ***Environmental impact***

Interactions, disparity, connections, social identity, values.

6. ***Cultural awareness***

Diversity, disparity, connections, social identity, values.

7. ***Interconnections***

Links between features, places, events and people.