

# Geography Long-Term Plan



EYFS Geography	
Unit	
<b>Unit Title:</b> Where we live	
<b>Key areas of learning:</b> <ul style="list-style-type: none"><li>• Geographical skills and field work</li><li>• Human and Physical Geography</li><li>• Locational Knowledge</li><li>• Place Knowledge</li></ul>	
<b>Key concepts:</b> <ul style="list-style-type: none"><li>• Navigation</li><li>• Fieldwork</li><li>• Population</li><li>• Economic activity</li><li>• Tectonic activity</li><li>• Human features</li><li>• Natural resources</li><li>• Sustainability</li><li>• Climate and landscape</li><li>• Physical features</li></ul>	
<b>Relevant EYFS end points covered:</b> <ul style="list-style-type: none"><li>• begin to understand how they are part of their own locality, which is part of a bigger world</li><li>• learn about different people and communities</li><li>• use speaking, listening and understanding to develop and explore these in greater detail</li></ul>	
<b>Progressive Objectives:</b> <ul style="list-style-type: none"><li>• I can talk about how I live and how I travel to school</li><li>• I know the name of my street and the city I live in</li><li>• I can explore, notice and describe things in my local environment</li><li>• I can name and identify some different types of weather</li><li>• I can explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc...)</li></ul>	

Year 1 Geography	
Unit 1	Unit 2
<b>Unit Title:</b> Where we live	<b>Unit Title:</b> Hull and the UK
<b>Key areas of learning:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>	<b>Key areas of learning:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Population</li> <li>• Economic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Physical features</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Population</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Sustainability</li> <li>• Climate and landscape</li> <li>• Physical features</li> </ul>
<b>Relevant KS1 end points covered:</b> <ul style="list-style-type: none"> <li>• use and make a range of geographical resources such as photos and maps to locate features in their locality and the world</li> <li>• understand the principle of directions</li> <li>• look at land use, climate and physical features of Great Britain and other locations in the world</li> <li>• develop an understanding of how humans and nature can affect and shape the landscape</li> <li>• understand that they have responsibilities to care for the planet and its resources</li> </ul>	<b>Relevant KS1 end points covered:</b> <ul style="list-style-type: none"> <li>• use and make a range of geographical resources such as photos and maps to locate features in their locality and the world</li> <li>• understand the principle of directions</li> <li>• look at land use, climate and physical features of Great Britain and other locations in the world</li> <li>• develop an understanding of how humans and nature can affect and shape the landscape</li> <li>• understand that they have responsibilities to care for the planet and its resources</li> </ul>
<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I can explain where I live in the U.K. and tell you my address</li> <li>• I can use aerial photographs and plan to identify the key features of my school</li> <li>• I know the 4 main directions on a compass</li> <li>• I can create a simple map (eg: the school grounds)</li> <li>• I can orally express ideas and observations</li> </ul>	<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I can explain how the weather changes throughout the year and name the seasons (link to Science)</li> <li>• I can explain where I live in the U.K. and tell you my address</li> <li>• I can use a globe to identify the equator and north and south poles</li> <li>• I understand some of the ways that humans can affect the world around us</li> <li>• I understand how everyday actions can help reduce waste and save energy</li> <li>• I can locate Hull on a U.K map</li> </ul>

- I can describe some of the physical and human features of the environment around us
- I can tell you what I like and do not like about the place in which I live

- I can name the capital city of England
- I can name the 4 countries in the U.K. and locate them on a map
- I can name the waters that surround the U.K.

Year 2 Geography	
Unit 1	Unit 2
<b>Unit Title:</b> Around the world in 60 days	<b>Unit Title:</b> Hot and cold
<b>Key areas of learning:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>	<b>Key areas of learning:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Population</li> <li>• Economic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Physical features</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Tectonic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Sustainability</li> <li>• Climate and landscape</li> <li>• Physical features</li> </ul>
<b>Relevant KS1 end points covered:</b> <ul style="list-style-type: none"> <li>• use and make a range of geographical resources such as photos and maps to locate features in their locality and the world</li> <li>• understand the principle of directions</li> <li>• look at land use, climate and physical features of Great Britain and other locations in the world</li> <li>• develop an understanding of how humans and nature can affect and shape the landscape</li> </ul>	<b>Relevant KS1 end points covered:</b> <ul style="list-style-type: none"> <li>• use and make a range of geographical resources such as photos and maps to locate features in their locality and the world</li> <li>• look at land use, climate and physical features of Great Britain and other locations in the world</li> <li>• develop an understanding of how humans and nature can affect and shape the landscape</li> <li>• understand that they have responsibilities to care for the planet and its resources</li> </ul>
<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I can use aerial photographs and plan to identify the key features and landmarks in my local area</li> </ul>	<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I can identify the location of hot and cold areas of the world</li> </ul>

- I can create a simple map of my local area and use basic symbols in a key
- I can use simple compass directions and directional language to find a location on a map
- I can identify similarities and differences between two areas and sets of data
- I can orally express ideas and observations clearly
- I can name the capital cities of England, Wales, Scotland and Northern Ireland
- I can identify similarities and differences between where I live and a place outside Europe
- I can name the continents of the world and locate them on a map, globe and atlas
- I can name and locate the world's oceans on a map, globe and atlas

- I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather
- I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop
- I can describe the facilities that a village, town and city may need, and give reasons
- I understand some of the ways the world's climate is changing
- I understand how everyday actions can help reduce waste, save energy and make the world more sustainable

Year 3 Geography	
Unit 1	Unit 2
<b>Unit Title:</b> UK to Italy	<b>Unit Title:</b> Extreme Earth
<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>	<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Population</li> <li>• Economic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Sustainability</li> <li>• Climate and landscape</li> <li>• Physical features</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Tectonic activity</li> <li>• Climate and landscape</li> <li>• Navigation</li> <li>• Physical features</li> </ul>
<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• develop an understanding of map work so that these features can be examined and identified in a wider context.</li> <li>• understand the impact of humans and of nature in shaping the world in which they live.</li> <li>• be able to interpret a range of sources of geographical information and present geographical information in a variety of ways.</li> <li>• be able to compare physical and human features in their own locality to different locations around the world.</li> </ul>	<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• understand the processes that give rise to key physical and human features and how these change over time.</li> <li>• develop an understanding of map work so that these features can be examined and identified in a wider context.</li> <li>• understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources.</li> <li>• be able to compare physical and human features in their own locality to different locations around the world.</li> </ul>
<b>Progressive Objectives:</b> <ul style="list-style-type: none"> <li>• I can create maps and plan routes, using the 8 points of the compass, in the local area</li> <li>• I can follow a structure for presenting fieldwork investigations and findings</li> <li>• I can present findings from fieldwork using graphs/charts and explain my findings</li> <li>• I describe how some places are similar and dissimilar in relation to their human and physical features (within UK).</li> <li>• I can use various sources to identify different locations around the world</li> </ul>	<b>Progressive Objectives:</b> <ul style="list-style-type: none"> <li>• I can use various sources to identify different locations around the world</li> <li>• I can identify the position of the Arctic and Antarctic Circles on a map</li> <li>• I can locate all continents, oceans and major countries on a world map</li> <li>• I understand that countries are separated by borders</li> <li>• I understand the structure of the earth and features such as tectonic plates and molten lava</li> <li>• I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes</li> </ul>

	<ul style="list-style-type: none"> <li>• I describe and understand the key aspects of earthquakes</li> <li>• I can describe and explain the key physical features of mountains</li> <li>• I understand some of the effects of climate change</li> <li>• I understand and demonstrate some of the actions humans can take to reduce the effects of climate change</li> </ul>
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Year 4 Geography	
Unit 1	Unit 2
<b>Unit Title:</b> Settlements and the UK	<b>Unit Title:</b> Egypt
<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>	<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Population</li> <li>• Economic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Climate and landscape</li> <li>• Physical features</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Population</li> <li>• Economic activity</li> <li>• Natural resources</li> <li>• Sustainability</li> <li>• Climate and landscape</li> </ul>
<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• be able to compare physical and human features in their own locality to different locations around the world.</li> <li>• conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings.</li> <li>• develop an understanding of map work so that these features can be examined and identified in a wider context.</li> <li>• understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources</li> </ul>	<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• understand the processes that give rise to key physical and human features and how these change over time.</li> <li>• be able to compare physical and human features in their own locality to different locations around the world.</li> <li>• understand the impact of humans and of nature in shaping the world in which they live</li> <li>• develop an understanding of map work so that these features can be examined and identified in a wider context.</li> </ul>
<b>Progressive objectives</b> <ul style="list-style-type: none"> <li>• I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK.</li> </ul>	<b>Progressive objectives</b> <ul style="list-style-type: none"> <li>• I can explain trends or patterns observed by making comparisons or by noting cause and consequence.</li> </ul>

- I can use ordinance survey maps to explore the local area and identify key features.
- I use different types of fieldwork to observe, measure and record the human and physical features in the local area.
- I can explain trends or patterns observed by making comparisons or by noting cause and consequence.
- Name and locate all countries within the U.K. and their major cities.
- I can recognise key human and physical characteristics of my local region and the UK including hills, mountains, coast, rivers and land use.
- I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)
- I can explain the difference between the British Isles, Great Britain and the United Kingdom
- I understand the difference between renewable and non-renewable sources of energy.
- I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future.

- I can identify the Equator, Northern and Southern hemispheres on a globe
- I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)
- I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers).
- I can describe and explain the key features of different types of settlements and identify similarities and differences.
- I understand how settlements have changed over time.
- I can explain the importance of ports and the role they play in trade and distributing resources around the world.
- I understand the difference between renewable and non-renewable sources of energy
- I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future

Year 5 Geography	
Unit 1	Unit 2
<b>Unit Title:</b> Scandinavia	<b>Unit Title:</b> Rivers and the water cycle
<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>	<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Population</li> <li>• Economic activity</li> <li>• Natural resources</li> <li>• Sustainability</li> <li>• Climate and landscape</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Fieldwork</li> <li>• Economic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Physical features</li> </ul>
<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• develop an understanding of map work so that these features can be examined and identified in a wider.</li> <li>• be able to compare physical and human features in their own locality to different locations around the world</li> <li>• understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources</li> </ul>	<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings.</li> <li>• be able to interpret a range of sources of geographical information and present geographical information in a variety of ways.</li> <li>• understand the processes that give rise to key physical and human features and how these change over time.</li> <li>• understand the impact of humans and of nature in shaping the world in which they live.</li> <li>• develop an understanding of map work so that these features can be examined and identified in a wider.</li> </ul>
<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I use Ordnance Survey symbols and 4 figure grid references</li> <li>• Use digital mapping technology (GIS) to trace physical features of an area</li> <li>• I understand scale factor</li> <li>• I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country)</li> </ul>	<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I can use a map to locate the worlds countries, including the countries of Europe and North and South America</li> <li>• I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America</li> <li>• I can describe and explain the key physical features of rivers and how they have shaped the land</li> </ul>



- I understand the concept of food miles and the impact this can have on the environment
- I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment

- I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers
- I can explain the key aspects of the water cycle
- I use different types of fieldwork to observe, measure and record the human and physical features
- I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge

Year 6 Geography	
Unit 1	Unit 2
<b>Unit Title:</b> Hull	<b>Unit Title:</b> North America
<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>	<b>Domains of knowledge:</b> <ul style="list-style-type: none"> <li>• Geographical skills and field work</li> <li>• Human and Physical Geography</li> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> </ul>
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Fieldwork</li> <li>• Population</li> <li>• Economic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Physical features</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Population</li> <li>• Economic activity</li> <li>• Tectonic activity</li> <li>• Human features</li> <li>• Natural resources</li> <li>• Sustainability</li> <li>• Climate and landscape</li> <li>• Physical features</li> </ul>
<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings</li> <li>• be able to compare physical and human features in their own locality to different locations around the world</li> <li>• develop an understanding of map work so that these features can be examined and identified in a wider context</li> </ul>	<b>Relevant KS2 end points covered:</b> <ul style="list-style-type: none"> <li>• understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources</li> <li>• be able to compare physical and human features in their own locality to different locations around the world</li> <li>• be able to interpret a range of sources of geographical information and present geographical information in a variety of ways</li> <li>• understand the processes that give rise to key physical and human features and how these change over time</li> <li>• understand the impact of humans and of nature in shaping the world in which they live.</li> </ul>
<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I can use Ordnance Survey symbols and 6 figure grid references</li> <li>• I can read and calculate distances from a scale</li> <li>• I collect and measure information accurately (eg: rainfall, temperature, wind speed etc...)</li> <li>• I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence</li> </ul>	<b>Progressive objectives:</b> <ul style="list-style-type: none"> <li>• I know what longitude and latitude means and how they relate to timezones around the world</li> <li>• I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects)</li> </ul>

- I can use a map to locate the world's countries, including the countries of Europe and North and South America
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.
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- I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America
- I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)
- I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade
- I can describe and explain the key physical features of different climate zones, biomes and vegetation belts
- I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place
- I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)
- I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment
- I understand the concept and impact of deforestation on a local and global scale