



Pear Tree Primary School

Geography Long Term Plan – With End Points

'Being Our Best Selves'

Year Group	Autumn	Spring	Summer
Reception	<p><u>Mathematics</u></p> <p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><u>Understanding the World</u></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><u>Understanding the World</u></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>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><u>Understanding the World</u></p> <p><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p><u>The Natural World</u></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>

	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.
<u>EYFS</u>	<u>KEY VOCABULARY:</u> Human features: Building, town, farm, road, park, path, people Physical features: Beach, sea, lake, river, desert, mountain/hill, countryside, forest/wood, weather, seasons Map skills and fieldwork: Map, local, place, globe Other useful words: Village, city, shop, land, house, motorway, language, world, water, pond		
Year 1	<u>Geographical Enquiry</u> Can they sort things they like and don't like? Can they answer some questions using different resources such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? <u>Physical Geography</u> Can they tell someone their address? Can they describe a locality using words and pictures?	<u>Geographical Enquiry</u> Can they answer questions about the weather? Can they keep a weather chart? <u>Physical Geography</u> Can they explain the main features of a hot and cold place? Can they explain how the weather changes each season? <u>Human Geography</u> 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?	<u>Geographical Enquiry</u> Can they say what they like about their locality? <u>Physical Geography</u> Can they name key features associated with a town or village e.g. 'Church', 'farm', 'shop', 'house'?

		<p>Can they explain what they might wear if they lived in a very hot or very cold place?</p> <p><u>Geographical Knowledge</u> Can they identify the four countries and capital cities making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Can they point out where the equator, north pole and south pole are on a globe or atlas?</p>	
Year 2	<p><u>Human Geography</u> – local area, Great Barrier Reef 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 be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need?</p> <p><u>Physical Geography</u> Can they describe some physical features of their own locality?</p>	<p><u>Physical Geography</u> Can they describe some places which are not near the school?</p> <p><u>Geographical Knowledge</u> Can they name the major cities of England, Wales, Scotland and Ireland?</p>	<p><u>Geographical Enquiry</u> Can they label a diagram or photograph using some geographical words including North, South, East and West? Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking relevant questions to someone else?</p> <p><u>Physical Geography</u> Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like: beach, coast, forest, hill, mountain, ocean, valley?</p>

	<p>Can they explain what makes a locality special? Can they describe a place outside of Europe using Geographical words?</p> <p><u>Geographical Knowledge</u> 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? Can they find where they live on a map of the UK?</p> <p><u>Geographical Enquiry</u> Can they say what they like and don't like about their locality and another locality like the seaside?</p>		
<p>KEY STAGE 1</p>	<p><u>KEY VOCABULARY (as with EYFS PLUS)</u> Human features: city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, Marine Maps skills and fieldwork: Asia, Africa, North America, South America, Antarctica, Australia/Oceania/Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian, England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/Irish/Celtic Seas, English Channel Other useful words: Environment, recycle, compass, North, South, East, West, Fieldwork, aerial photograph, map key symbols, Equator, hot/cold, direction, key, country, continent, globe, atlas, address, right/left, patterns, characteristics, surrounding seas, contrasting non-European. Challenge: route planner, grid, vegetation, urban, rural, diverse places, resources, human and natural environments.</p>		

Year 3	<p><u>Geographical Enquiry</u> Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km?</p> <p><u>Physical Geography</u> Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality? Can they recognize the 8 points of the compass? (N, E, S, W, SW, NW, SE, NE)</p>	<p><u>Physical Geography</u> Can they use maps and atlases appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they locate the Mediterranean and explain why it is a popular holiday destination?</p> <p><u>Human Geography</u> Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own?</p> <p><u>Geographical Knowledge</u> Can they name a number of countries in the Northern Hemisphere? Can they locate and name some of the world's most famous volcanoes?</p>	<p><u>Physical Geography</u> Can they use maps and atlases appropriately by using contents and indexes? Can they confidently describe physical features in a locality?</p> <p><u>Human Geography</u> Can they explain why a place is like it is?</p> <p><u>Geographical Knowledge</u> Are they aware of different weather in different parts of the world, especially Europe?</p>

		<p>Can they name and locate some well-known European countries?</p> <p>Can they name and locate the capital cities of neighboring European countries?</p>	
Year 4	<p><u>Physical Geography</u> Can they describe the main features of a well-known city?</p> <p><u>Human Geography</u> Can they explain why people are attracted to live in cities? Can they explain how a locality has changed over time with reference to human features?</p> <p><u>Geographical Knowledge</u> Can they name the areas of origin of the main ethnic groups in the UK and surrounding area.</p>	<p><u>Geographical Enquiry</u> Can they carry out a survey to discover features of cities and villages? Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map?</p> <p><u>Physical Geography</u> Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map?</p> <p><u>Human Geography</u> Can they explain why people may choose to live in a village rather than a city?</p> <p><u>Geographical Knowledge</u> Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p>	<p><u>Geographical Enquiry</u> Can they plan a journey to a place in England? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise level etc)</p> <p><u>Human Geography</u> Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved?</p> <p><u>Geographical Knowledge</u> Do they know the countries that make up the European Union? Can they name up to six cities in the UK and locate them on a map? Can they locate and name some of the main islands that surround the UK?</p>

		Do they know the difference between the British Isles, Great Britain and the UK?	
LOWER KEY STAGE 2	<p><u>KEY VOCABULARY (as with KS1 plus)</u></p> <p>Human features: Urban, region, Europe, Country, County, Economy, Trade, Energy</p> <p>Physical features: Landscape, hills and mountains inc UK names (Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds, North and South Downs etc.), coast, rural, climate, erosion, deposition, earthquake, volcano, water cycle, Alps, geology, minerals and rock types (chalk, slate, granite, sandstone), biomes/vegetation belts e.g. Tundra, coniferous and deciduous forest, Mediterranean, mountainous, desert</p> <p>Map skills and fieldwork: Observe, measure/record, environmental, region, NW,SW,NE,SE, Ordnance Survey, map/scale, 4 figure grid reference, contours, symbols, minerals, rocks</p> <p>Other useful words: globally significant, land use, mountains, river features, equator, hemisphere, food chain, differences/similarities, compare/contrast, city/country/continent, atlas/map/globe, United Kingdom, Great Britain, Condensation, evaporation, change/effect, interaction between, physical/human processes, formation, interconnected</p> <p>Challenge: Latitude, longitude, tributary, confluence, meander, estuary, source, mouth, topography, services, precipitation, Capricorn and Cancer (Tropics), terrestrial, GIS-Geographical Information Systems.</p>		
Year 5	<p><u>Geographical Enquiry</u> Can they collect information about a place and use it in a report?</p> <p><u>Physical Geography</u> Can they explain why many cities of the world are situated by rivers? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity?</p> <p><u>Human Geography</u> Can they explain how people are attracted to live by rivers?</p>	<p><u>Geographical Enquiry</u> 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?</p> <p><u>Physical Geography</u> Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p><u>Human Geography</u> Can they explain how a location fits into its wider geographical location;</p>	<p><u>Geographical Enquiry</u> Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p><u>Geographical Knowledge</u> 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?</p>

	<p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p><u>Geographical Knowledge</u> Can they name and locate many of the world's major rivers on maps?</p>	<p>with reference to human and economical features?</p>	
Year 6	<p><u>Physical Geography</u> Can they plan a journey to another part of the world which takes account of time zones? Can they give extended descriptions of the physical features of different places around the world?</p> <p><u>Human Geography</u> Can they give an extended description of the human features of different places around the world? Can they describe how some places are similar and others are different in relation to their physical features? Can they explain how human activity has cause an environment to change?</p> <p><u>Geographical Knowledge</u> Can they name the largest desert in the world? Can they identify and name the Tropics of Cancer and Capricorn as</p>	<p><u>Geographical Enquiry</u> Can they confidently explain scale and use maps with a range of scales? Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they define geographical questions to guide their research? Can they use a range of self-selected resources to answer questions?</p> <p><u>Physical Geography</u> Can they describe how some places are similar and others are different in relation to their human features? Can they accurately use a 4 figure grid reference?</p>	<p><u>Physical Geography</u> Can they give extended descriptions of the physical features of different places around the world?</p>

	<p>well as the Arctic and Antarctic circles? Can they explain how the time zones work? Can they name and locate the main canals that link continents? Can they name the main lines of latitude and meridian of longitude?</p>	<p>Can they create sketch maps when carrying out a field study? <u>Human Geography</u> Can they map land use with their own criteria? Can they analyse population data on two settlements and report on findings and questions raised?</p> <p><u>Geographical Knowledge</u> Can they recognize key symbols used on ordnance survey maps?</p>	
<p><u>UPPER</u> <u>KEY</u> <u>STAGE</u> <u>2</u></p>	<p><u>KEY VOCABULARY (as with LKS2 PLUS)</u> Human features: Trade, deforestation, derelict, economy Physical features: tributary, confluence, meander, ox bow lake, mouth, estuary, source, biomes, climate zones Map skills and fieldwork: GIS, analysis of data and statistics, global warming, latitude, longitude, N/S hemisphere, Tropics, time differences Other useful words: spatial variation, vegetation, erosion, deposition, headland, resort, cliff, bay, delta, geographical influences/significance, 6 figure grid reference, climate change, ordnance survey, GIS Challenge: relief, digital mapping</p>		