Northbourne CE Primary School
Nurturing Excellence.

Geography

Long Term Plan

Introduction

At the heart of our Geography curriculum is a clear ambition: that every child develops a secure and lasting understanding of the world, its people and the processes that shape it. We aim for all pupils to know more and remember more about Geography as they progress through the school, enabling them to make sense of the world with increasing confidence, curiosity and awareness.

Our Geography curriculum is broad, balanced and carefully sequenced to ensure that pupils develop both substantive knowledge (about places, environments and processes) and disciplinary knowledge (how geographers investigate and interpret the world). Learning is designed to build cumulatively over time, allowing pupils to revisit key concepts and deepen their understanding.

Grounded in research-informed practice, our approach ensures that knowledge is explicitly taught, regularly revisited and meaningfully applied. Through this, pupils develop strong mental models of geographical concepts, enabling them to connect ideas and retain learning in the long term.

Geography is rooted in real-world understanding. Pupils explore their place in the world, beginning with their local area of Didcot and Oxfordshire and expanding outwards to the UK, Europe and the wider global environment. Through exploration, enquiry and fieldwork, pupils develop a meaningful connection to the world around them.

Core Aims

Our Geography curriculum is designed to ensure that all pupils:

- Develop a secure understanding of key geographical concepts, including place, space, scale and interconnection
- Build a rich knowledge of diverse environments, both physical and human
- Understand the processes that shape the Earth, including natural and human influences
- Develop strong mapwork and fieldwork skills, enabling them to interpret and navigate the world
- Understand their place in the world, from their local community to the global context
- Communicate their understanding using accurate and increasingly sophisticated geographical vocabulary

Central to our approach is the principle of knowing more and remembering more. Key knowledge is revisited regularly, enabling pupils to strengthen their understanding and retain learning over time.

Pupils are encouraged to think like geographers: to ask questions, identify patterns, consider cause and effect, and reflect on how environments and societies change. Through this, they develop curiosity, independence and an informed awareness of the world and their role within it.

Structure and Progression

Geography is carefully structured across a two-year cycle and taught progressively through four phases:

1. Nursery and Reception
2. Key Stage 1
3. Lower Key Stage 2
4. Upper Key Stage 2

The curriculum is sequenced to ensure clear progression in knowledge, skills and vocabulary. Pupils begin by exploring their immediate environment before extending their understanding to the wider UK and global contexts.

As pupils move through the school, they:

- Develop a strong sense of place, beginning with Didcot and Oxfordshire and expanding to national and global scales
- Build understanding of physical and human geographical processes
- Develop increasingly sophisticated mapwork skills, from simple plans to the use of atlases and digital mapping
- Learn to use lines of latitude and longitude to locate places globally
- Progress to reading Ordnance Survey maps, including the use of four and six-figure grid references
- Apply their learning with increasing independence and confidence

Key concepts and skills are revisited in different contexts, enabling pupils to deepen their understanding and make meaningful connections across their learning.

Geographical Knowledge

Our Geography curriculum provides pupils with a secure and coherent body of knowledge about the world and how it works.

This includes:

- **Locational knowledge**: understanding where places are, including continents, countries and key global features, and how they are connected
- **Place knowledge**: exploring the characteristics of different locations, including Didcot, Oxfordshire, the UK and contrasting regions of the world
- **Human geography**: understanding settlements, land use, trade, population and how people interact with environments
- **Physical geography**: understanding natural processes such as rivers, climate, weather, mountains, earthquakes and the water cycle

Pupils develop a strong understanding of their place in the world by making connections between local, national and global contexts. They learn how their local area fits within wider geographical patterns and processes.

Knowledge is carefully sequenced so that pupils build on prior learning. Early exploration of local environments develops into broader comparisons between regions, and later into deeper understanding of global systems and interconnections.

By revisiting and applying this knowledge in different contexts, pupils develop a connected and meaningful understanding of the world.

Geographical Skills

Alongside knowledge, pupils develop the disciplinary skills needed to think and work as geographers.

These skills progress across the school and include:

- **Fieldwork and enquiry**: observing, measuring, recording and presenting data in real-world contexts, including the local area
- **Map skills**:
    - Early use of simple maps and plans in the local environment
    - Use of atlases and globes to locate countries and continents
    - Understanding and using lines of latitude and longitude
    - Reading and interpreting Ordnance Survey maps
    - Using four and six-figure grid references to identify precise locations
- **Data interpretation**: analysing patterns, trends and relationships within geographical information
- **Comparison and analysis**: identifying similarities and differences between places and environments
- **Critical thinking**: asking questions, drawing conclusions and forming reasoned views about geographical issues

In the early years, pupils explore their immediate surroundings through observation and discussion. In Key Stage 1, they develop simple mapping and enquiry skills. In Lower Key Stage 2, they begin to use atlases and develop locational understanding. In Upper Key Stage 2, pupils refine their mapwork skills, including the use of grid references and coordinates, and carry out more independent fieldwork and analysis.

Through these experiences, pupils learn to approach Geography as an active, investigative and practical subject rooted in real-world learning.

Living out our Values

Our Geography curriculum reflects our core values of Courage, Compassion & Community, which are embedded throughout learning. Pupils demonstrate:

Courage by exploring unfamiliar places, environments and global challenges

Compassion by developing an understanding of different cultures, communities and ways of life

Community by recognising their role within their local area and the wider world

Through Geography, pupils develop respect for diversity and a growing awareness of environmental responsibility, helping them to become thoughtful and informed global citizens.

Inclusion and Excellence for All

Our vision of Nurturing Excellence underpins our Geography curriculum, ensuring that all pupils can succeed.

Learning is carefully structured to ensure accessibility, with support such as:

- Pre-teaching of key vocabulary and concepts
- Use of maps, visuals and practical resources
- Structured tasks and guided support

At the same time, pupils are challenged to think deeply and apply their knowledge in increasingly complex and independent ways.

All pupils, including those with SEND, are supported to access the full Geography curriculum and develop as confident, capable learners.

Through this inclusive approach, every child is given the opportunity to succeed and develop a meaningful understanding of the world around them.

Think like a Geographer (Page 17)

To support the development of curious, informed geographers, every classroom displays our 'Think Like a Geographer' prompts. These act as a shared language for geographical learning across the school and help pupils to internalise the behaviours, habits and thought processes of successful geographers.

The prompts encourage children to ask questions about places, people and environments, make connections between physical and human features, interpret maps and data, and consider how the world is changing. By explicitly teaching and revisiting these geographical habits, pupils develop a deeper understanding of the diverse and interconnected world in which they live.

Our 'Think Like a Geographer' approach provides a consistent framework for geographical enquiry throughout the school, supporting children to observe carefully, think critically and communicate their understanding using appropriate geographical vocabulary. Over time, pupils become increasingly confident in analysing information, comparing places, recognising patterns and explaining the relationships between people and environments. This helps them develop the curiosity, awareness and global perspective needed to understand both their local community and the wider world.

Cycle 1

	Term 1 / 2	Term 3 / 4		Term 5 / 6
KS1	Local Area Town vs Country	Didcot and Abingdon		Wonders of the World
LKS2	The Water Cycle	Mountains		Oxfordshire vs St Lucia
UKS2	Eastern Europe	Weather Hazards	Y5 Only: OS Maps	Seeking Refuge

Cycle 2

	Term 1 / 2	Term 3 / 4		Term 5 / 6
KS1	Our School: Mapping and Treasure Hunts	Visit the UK		Hot and Cold Climates
LKS2	Coasts: Tourism and Energy	Polar Regions		Rainforests
UKS2	Rivers	Tectonic Hazards	Y5 Only: OS Maps	Climate Change and Pollution

Progression in Vocabulary

EYFS	Key Stage 1	Key Stage 2	
Didcot, Oxford, England, Country Village, Town, City Map Seasons, Spring, Summer, Autumn, Winter	United Kingdom, County, Capital, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast World map, Atlas, Aerial Plan, Globe, Symbols, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature, Direction, North, South, East, West, Compass Tally chart, Bar graph, Compare, Changes, Observe, Find Local, Regional, National, International, Continent, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Ocean, Atlantic, Pacific, Arctic, Indian, Southern Environment, Pollution **Key physical features**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather **Key human features**: city, town, village, factory, farm, house, office, port, harbour, shop	**Building on vocabulary taught in KS1, plus:** Northern hemisphere, Southern hemisphere, Equator Sketch map, Satellite images, Legend, Landform, Feature, Aerial photographs, Scale, 4 compass points, Coordinates, X axis, Y axis Source, Collect, Record, Analyse, Data Arctic Circle, Tropic of Cancer, Tropic of Capricorn, Antarctic Circle, Vegetation belt, Biomes, Climate zones, Time zones, Greenwich meridian Resources, Energy, Renewable, Non-renewable	Grid reference, Longitude, Latitude, Digital mapping, Contour line, Relief, Topography, Physical landforms Primary source, Secondary source, Suggest, Analyse, Conduct, Research, Evaluate, Conclusion, Fieldwork Land use, Agriculture, Farming, Food, Residential, Industry, Retail, Housing, Business, Transport, Population, Urban, Rural, Human, Physical, Location, Settlement, Settler, Site, Push factors, Pull factors Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation, Sustainable

Geography : Long Term Plan – Progression

At the end of Reception, children will be able to:	At the end of Year 2 children will be able to:	At the end of Year 6, children will be able to:
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Use names and places within and around the UK	Confidently locate and describe the location of countries, continents, regions across the world
Use some simple geographical words to describe the School and local area	Begin to develop an understanding of the wider world including continents, oceans and famous landmarks.	Describe and understand key aspects of physical and human geography
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and texts. Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Use basic geographical vocabulary to describe some physical and human geography.	Confidently compare and contrast different environments around the world and understand the negative impact humans are having on the environment because of pollution
Begin to look at and draw simple maps	Begin to gain an understanding of the differences between places locally and globally.	Use/draw maps, images and photographs of varying scales and features (including legends/keys) with confidence
Explore the natural world around them, making observations and drawing pictures of locations, animals and plants	Draw and use a map of a real or imaginary place with simple keys	Plan, collect, record, interpret and draw conclusions about evidence/data unaided (field work)
Understand some important process and changes in the natural world around them, including the seasons and changing states of matter	Use simple fieldwork skills to study the geography of our school and grounds	Know the causes of environmental pollution and suggest ways to protect the planet and have a sustainable future

	Human and Physical Geography	Geographical Enquiry	Organisation and Communication	Location and Direction	Scale, Distance and Mapwork
EYFS	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments Understand the effect of changing seasons on the natural world around them	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Name and locate different parts of the local community.	Follow simple directions. Draw and create their own maps using real objects, and/or pictures and symbols. Look at signs and symbols on different types of maps for example in school, and the local community. Use a simple map with symbols to spot features in the school grounds or in the local community. Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.
KS1	Describe places and features using simple geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. Make observations about features that give places their character.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. Develop simple fieldwork and observational skills when studying the geography of their school and local environment. Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where. Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Name and locate significant places in their locality, the UK and wider world. Follow directions (Up, down, left/right, forwards/backwards, NSEW)	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use a simple picture map to move around the school; Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places.

Geography : Long Term Plan – Ongoing Knowledge and Skills

	Human and Physical Geography	Geographical Enquiry	Organisation and Communication	Location and Direction	Scale, Distance and Mapwork
LKS2	Make observations about places and features that change over time. Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment. Use the eight compass points and recognise some Ordnance Survey symbols on maps Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. .	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use 4 compass points well Begin to use 8 compass points Use letter/no. coordinates to locate features on a map confidently.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
UKS2	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments	Recognise geographical issues affecting people in different places and environments. Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Why is that happening in that place? Could it happen here? Make predictions and test simple hypotheses about people, places and geographical issues Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.	Name and locate an extensive range of places in the world including globally and topically significant features and events. Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Recognise world map as a flattened globe.

Geography : Long Term Plan – KS1 CYCLE1

	Term 1/2	Term 3/4	Term 5/6
	Local Area: Town vs Country	Didcot and Abingdon	Wonders of the World
NC Objectives	Use simple compass directions (North, South, East and West) and locational and directional language 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.	Use simple compass directions (North, South, East and West) and locational and directional language 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.	Name and locate the world's seven continents and five oceans 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
1	I can recognise an objects' aerial view.	I can locate Didcot and Abingdon on a map.	I can recognise and locate some wonders of the world.
2	I can create a simple aerial drawing of our classroom	I can understand and use simple compass directions.	I can compare natural and human-made wonders and identify examples of each.
3	I can observe the difference between town and countryside.	I can identify human and physical features on maps and from photographs.	I can describe what makes a place special using simple geographical vocabulary.
4	I can create an aerial drawing about my local area.	I can conduct a fieldwork investigation to observe local Geography.	I can name and describe a famous natural wonder (e.g. Grand Cayon, Great Barrier reef etc.)
5	I can distinguish between physical and human features of an environment; I can identify features of a town and countryside on maps and aerial photographs.	I can create simple maps with symbols and keys.	I can name and describe a famous human-made wonder (e.g. The Great Wall of China, the Pyramids.)
6	I can create simple imaginary maps of town and countryside environments, with key features of each.	I can compare Geographical similarities and differences.	I can compare two wonders of the world.
Vocab	Key, map compass, compass directions	Key, map compass, compass directions, fieldwork	Human-made, natural, famous, special, continent, oceans, equator, landmark, tourist

Geography : Long Term Plan – KS1 CYCLE 2

	Term 1/2	Term 3/4	Term 5/6
	Our School: Mapping	**Visit the UK**	**Hot and Cold Climates**
NC Objectives	Use simple compass directions (North, South, East and West) and locational and directional language 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.	Name, locate and identify characteristics of the four 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, as well as the countries, continents and oceans studied at this key stage 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	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 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
1	I can identify and name key areas of our school. I can name the road, town, county and country that our school is in.	I can name and locate the four countries of the United Kingdom and their capital cities.	I can locate the Equator, North pole, South pole on world maps and identify where in relation to them hot and cold places are found.
2	I can recognise and use simple map symbols	I can identify and describe some physical features of the UK	I can recognise characteristics of hot and cold climates.
3	I can create a simple aerial map.	I can identify and describe some human features of the UK, including significant landmarks	I can name and locate some countries with hot climates and cold climates.
4	I can use simple compass directions	I can locate where they live and describe features of their local area.	I can describe types of clothing, homes and activities suitable for hot and cold climates.
5	I can create a simple treasure map using symbols and directions.	I can describe how people live and work in different parts of the UK including cities, towns and the countryside.	I can compare life in hot place and a cold place thinking about weather, animals and daily routines.
6	I can apply my map reading and directional skills to take part in a treasure hunt.	I can persuade others to visit key places in the UK, using images, maps and key geographical knowledge.	I can create a world map detailing hot and cold places including country names and features.
Vocab	Key, map, compass, compass directions, satellite view, birds eye view	Map, continent, country, county, capital city, town, equator, hemisphere, physical features, human features.	Equator, continents, North Pole, South Pole, Climate, Weather, Habitat, lifestyle, Tropics.

Geography : Long Term Plan – LKS2 CYCLE1

	Term 1/2	Term 3/4	Term 5/6
	The Water Cycle	**Mountains**	**Oxfordshire vs St Lucia**
NC Objectives	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of physical geography, including climate zones, rivers, mountains, and the water cycle.	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 Describe and understand key aspects of physical geography, including mountains, and the water cycle. Describe and understand key aspects of human geography, including types of settlement and land use.	Locate the world's countries, using maps to focus on 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 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
1	I can identify and describe the main stages of the water cycle.	I can Identify and locate major mountain ranges around the world and within the UK	I can locate Oxfordshire and St Lucia on a range of world maps including surrounding oceans.
2	I can explain how the sun and temperature cause changes in the water cycle.	I can explain how mountains are formed.	I can describe the physical geography of Oxfordshire and St Lucia, including weather, climate and landscape features.
3	I can observe and describe examples of the water cycle in the local environment.	I can describe the key features of a mountainous environment.	I can compare the human geography of Oxfordshire and St Lucia including settlement, employment and land use.
4	I can create simple diagrams and key vocabulary to label and explain the water cycle.	I can compare a mountainous region of the UK with an area of the Alps.	I can identify similarities and differences in daily life between children living in Oxfordshire and St Lucia.
5	I can recognise and describe the importance of water as a natural resource.	I can research how people live, work and travel in mountainous areas and the adapt the environment.	I can investigate how tourism affects St Lucia and compare it with local industries in Oxfordshire.
6	I can explain how the water cycle affects people's lives.	I can evaluate the impact of tourism and climate change on mountainous environments.	I can record and present findings about the two locations. (include weather charts, photographs and demographic data)
Vocab	Evaporation, condensation, precipitation, collection, infiltration, run off, groundwater, clouds, Ocean, River, State of Matter	Mountain, peak, slope, base, ridge, plateau, valley, snowline, altitude, elevation, tectonic plates, tourism, climate change, erosion, weather. OS maps, ordinance survey, Grid Reference, Latitude and Longitude.	Equator, tropic of Capricorn, Tropic of Cancer, Longitude, Latitude, Continents, Physical features, Human features, Climate, Landscape, tourism, Settlement, Employment

Geography : Long Term Plan – LKS2 CYCLE 2

	Term 1/2	Term 3/4	Term 5/6
	Coasts	**Polar Regions**	**Rainforests**
NC Objectives	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. Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources including energy.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including minerals.	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 Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals.
1	I can recognise and locate features of coastal environments.	I can locate the coldest places in the world. I can explain why these locations have a cold climate.	I can locate the world's rainforests and describe the significance of rainforests for Earth's biodiversity.
2	I can explain how coats change over time.	I can locate the coldest places in the world using lines of latitude and longitude. I can name countries located withing the Arctic circle.	I can investigate the adaptations of plants to the rainforest climate.
3	I can describe how the sea impacts people.	I can contrast people's views of the Arctic.	I can name the different layers of the rainforest and explore the importance of these ecosystems.
4	I can create a survey to compare industry in different area.	I can describe how people have adapted to living in cold environments.	I can compare the Amazon rainforest with a UK forest.
5	I can analyse the draws and effects of tourism in coastal areas.	I can describe the seasonal changes of the Arctic climate and how it impacts on wildlife.	I can research the interactions between people and the natural environment in rainforests.
6	I can describe the concept of sustainability and understand how this might apply to coasts and sustainable use of natural resources.	I can recognise how the choices we make individually make a difference to the environment.	I can recognise the significance of rainforest conservation and suggest ways to contribute.
Vocab	Coast, cliff, beach, bay, headland, cave, arch, Human features, Physical features, Erosion, Deposition, Tide, Sea Defence, Groyne, Sea Wall, Harbour, Tourism, Grid Reference, Longitude, Latitude.	Polar regions, Arctic circle, Longitude, Latitude, North Pole, South Pole, Greenwich Meridian, Climate, Tundra, Glacier, Iceberg, Pack Ice, Indigenous people,	Equator, Tropics, Longitude, Latitude, Biodiversity, Emergent layer, Canopy, Understory, Forest Floor, Humidity, precipitation, Human influence, deforestation, natural resources, conservation.

Northbourne CE Primary School Nurturing Excellence.

Geography : Long Term Plan – UKS2 CYCLE1

	Term 1/2	Term 3/4	Term 5/6
	Exploring Eastern Europe	**Weather Hazards**	**Seeking Refuge**
NC Objectives	Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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 Describe and understand key aspects of physical and human geography.	Locate the world's countries, using maps to focus on 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 within North or South America	Describe and understand key aspects human geography, including types of settlement and land use, economic activity including trade links Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
1	I can use maps and atlases to locate the major countries and cities of Eastern Europe including Russia.	I can describe how hurricanes are formed and locate them on maps	I can identify similarities and differences between my life and that of a refugee
2	I can investigate the physical geography of Russia and how that creates different biomes	I can recognise the effects of hurricanes on landscapes, and human populations (case study North America)	I can explore the political, social, economic and climatic reasons why people are displaced
3	I can contrast two biomes and suggest reasons for their differences	I can describe how tornadoes are formed and locate them on maps	I can map movements of refugees across the world
4	I can research and analyse the impact of the Chernobyl nuclear disaster on the natural environment	I can recognise the effects of tornadoes on landscapes, and human populations (case study North America)	I can explain how climate change can affect migration needs and patterns
5	I can compare the human geography of Eastern Europe with my local area	I can investigate whether human activity is having an impact on weather hazards	I can explore the physical routes of refugees
6	I can research trade links between the Uk and countries in Eastern Europe	I can record the location of hurricanes, tornadoes, droughts and floods on a world map and analyse the distribution	I can identify key features of my local area that might be important to refugees
Vocab	Equator, Tropics, Longitude, Latitude, Continents, Human features, Physical features, Biomes (and names of), Trade links	Equator, Tropics, Longitude, Latitude, Continents, Tornado, Hurricane, Typhoon, Cyclone, Flood, Drought, Atmosphere, climate, Mtigation, Adaption, Evacuation,	Equator, Tropics, Longitude, Latitude, Continents, Human features, Physical features, Climate change, Migration, Political, social and economic, immigration, emigration, refugee

Geography : Long Term Plan – UKS2 CYCLE 2

	Term 1/2	Term 3/4	Term 5/6
	Rivers	**Tectonic Hazards**	**Climate and Sustainability**
NC Objectives	Describe and understand key aspects of physical geography, including rivers, mountains and the water cycle 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.	Locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects 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
1	I can identify the physical features of a river and describe water's journey from sources to mouth.	I can locate the global distribution of volcanoes and earthquakes	I can suggest a definition for sustainability
2	I can describe how rivers shape the landscape through erosion and deposition.	I can explain the concept of plate tectonics and how that relates to the formation of volcanoes and earthquakes	I can Identify renewable and non-renewable resources and their impact on the planet
3	I can name and identify major global rivers. I can identify human uses of rivers.	I can recognise the effects of earthquakes on landscapes, and human populations (case study North America)	I can understand how human activity affects the climate and ecosystems
4	I can plan and prepare a field work investigation on a local river.	I can recognise causes and effects of tsunamis (case study)	I can explore how cities and transport can be made more sustainable
5	I can observe, measure and record to carry out an investigation on a local river.	I can recognise the effects of volcanic eruptions on landscapes and human populations	I can explain how waste affects the planet and how recycling helps
6	I can present and analyse data from fieldwork measurements.	I can investigate why people choose to live in areas of tectonic activity	I can plan and promote a sustainability initiative in school
Vocab	Human features, physical features, erosion, deposition, source, mouth, Source, Mouth, Channel, Banks, Tributary, Confluence, Estuary, Floodplain, Meander, Oxbow Lake, Waterfall	Social, political, economic, environmental, plate boundaries, plate tectonics, Subduction zone, Volcano, earthquake, Lava, Magma, Ash Cloud, Pyroclastic flow, epicentre, focus, tsunami.	Sustainability, poverty, environment, resources, economy, development, renewable, non-renewable, recycle

Northbourne CE Primary School
Nurturing Excellence.

Think like a… **Geographer!**

Northbourne CE Primary School
Nurturing Excellence.

Use maps, atlases and globes to find places.

Use compass directions to describe where places are.

Compare places and explain how they are similar and different.

Describe physical and human features of a place.

Ask questions and investigate the world around you.

Collect and use information from different sources.

Explain how people and places affect each other.

Use geographical vocabulary to describe and explain places.