



Geography
Subject Long Term Plan showing coverage across all year groups

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	<u>Ourselfs – How are we the same or different?</u> <u>Summary</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<u>Celebrations - How do we celebrate different events?</u> <u>Summary</u> Understand some important processes and changes in the natural world around them, including the seasons.	<u>What are the differences between life in this country and life in other countries?</u> <u>Summary</u> 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. 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. Explore the natural world around them.	<u>Fairy Tales / Traditional Stories / Dinosaurs – What do books help us learn about the past?</u> <u>Summary</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<u>Growing – What is growing all around us?</u> <u>Summary</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore where does our food come from and explore the natural world around them.
1	<u>What is special about our area? (School/Hedon)</u> Geography <u>Summary</u> Based on local geog. such as our school, journeys to school and Hedon. Using different sources of information. Using and drawing simple maps,	<u>What makes the Xbox more fun than toys/games from the past?</u> History	<u>What did Paddington do when he went to London?</u> Geography <u>Summary</u> Based on geog. features - human and physical. Using this to compare similarities and differences in the UK. Aerial Using photos e.g. of landmarks/features such as the Thames, Big Ben and	<u>Where do animals, dinosaurs and plants come from?</u> Science / Geography <u>Summary</u> Based on seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South	<u>How easy is it to fly?</u> History/Science



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	following directions and using fieldwork skills. <u>Links to prior learning</u> <i>Homes/houses. Our school. Role play modes of transport. Directions around school and in outside areas. Use of control robots. Games – follow the leader, making pathways in gymnastics etc</i>		maps. Knowing simple directional language. <u>Links to prior learning</u> <i>Directions around school and in outside areas. Use of control robots. Games – follow the leader, creating pathways in PE, children's own experience of visiting places, museums etc</i>	Poles. Using geographical vocab. <u>Links to prior learning</u> <i>Children's own experiences of weather, understanding of sun – cream, hats/snow/rain/ice. Role play areas – holidays, beaches, snow</i>	
2	<u>How have people of the past influenced us in our lives today?</u> <i>History</i>	<u>Why can't a meerkat live in the North pole?</u> <i>Science/ Geography</i> <u>Summary</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world, the Equator and the North and South Poles. <u>Links to prior learning</u> <i>Children's own experiences of weather (from UK seasons and places visited) and builds on enquiry from year 1 'Where do animals, dinosaurs and plants come from?' alongside children's own experiences of animals/zoos and animals' varying habitats and adaptations.</i>	<u>How do we know about the Great Fire of London?</u> <i>History</i> <u>Summary</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Links to prior learning</u> <i>Enquiries from year 1 'What did Paddington do when he went to London?' Knowing some places/features in London such as the River Thames.</i>	<u>What do beaches have in common? (Bridlington & Sydney)</u> <i>Geography</i> <u>Summary</u> Based on geog. similarities and differences of these 2 areas using basic geog. vocab, such as beach, cliff, coast, sea, city, port, harbour etc. Zooming out to use world maps, atlases and globes. Identify UK and its countries, locate the world's 7 continents and 5 oceans. Simple compass directions and locational/directional lang. <u>Links to prior learning</u> <i>Children's own experiences of coastal visits. Building on</i>	<u>How do we know where we are? Map makers.</u> <i>Geography</i> <u>Summary</u> Naming and locating the world's 7 continents and 5 oceans. Using simple compass directions and locational and directional lang. and describing the location of features and routes on a map. <u>Links to prior learning</u> <i>Builds on skills and knowledge from the previous enquiry: 'Are all beaches the same? (Brid. & Sydney)'. Builds wider understanding of the world, land, continents, oceans, seas. Children's own experiences of travel abroad.</i>



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				<i>understanding of physical and human features and making comparisons. Previous map/atlas work, along with directional lang.</i>	
3	<p><u>Early Civilisation- How did they influence our lives today?</u> History</p> <p><u>Summary</u> Using geog. skills to locate stone age settlements in the UK and know about physical and human features of an area. Based on understanding changes in Britain. Begin to use 4 compass points to follow/give directions – map skills.</p> <p><u>Links to prior learning</u> <i>Children will use their growing understanding of the countries/places in the UK, along with map/atlas skills. Children's own experiences of visiting different physical/human features e.g. coast, forests, countryside.</i></p>	<p><u>How does Great Britain fit in Europe?</u> Geography</p> <p><u>Summary</u> Using maps, atlases, globes and digital/computer mapping children will know the names of and locate the largest European countries (including Russia) and capitals on a map. Children will know the differences between living in the UK and Europe, identify the key physical and human characteristics of both and begin to understand trade links. Build understanding of interconnectedness of Great Britain and Europe from a locational and trading perspective (Brexit & the EU). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>What did the Romans ever do for us?</u> History/ Geography</p> <p><u>Summary</u> Develop understanding of the far reaching location of Roman Empire using maps, atlases, globes etc Considering the impact the Roman Empire had on modern day Britain – through human geog., including: types of settlement and land use, economic activity incl. trade links. <u>Links to prior learning</u> <i>Builds on skills using maps, atlases, globes and digital/computer mapping. Continues to build on children's growing understanding of physical and human features of the UK.</i></p>	<p><u>Why Africa is a continent and what is significant about its history?</u> Geography</p> <p><u>Summary</u> Using maps, atlases, globes and digital/computer mapping to locate African countries and describe features studied. Locating the world's countries, environmental regions, physical and human characteristics, countries, and major cities. Consider African trade routes and resources (historical slavery and modern day exports - natural resources and imports e.g. medicine, machinery etc.) Identifying position and sig. of latitude, longitude, Equator, Use the eight points of a compass, four and six-figure grid references, symbols and</p>	<p><u>What were the greatest inventions and achievements of the Ancient Egyptians?</u> History/science</p>



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		<p>Explore locational knowledge, human and physical geography of Europe, it's countries and capital cities. Considers Great Britain's role in settlements and trade routes.</p> <p><u>Links to prior learning</u> <i>Children use their knowledge of the UK, capital cities and continents from KS1 to expand locational knowledge and understanding of interconnectedness</i></p>		<p>key (including the use of Ordnance Survey maps).</p> <p><u>Links to prior learning</u> <i>Builds on skills from Y2 enquiries 'Are all beaches the same?' and 'How do we know where we are?' Children's developing knowledge</i></p>	
4	<p><u>Why did the Anglo-Saxons and Scots want to settle in Britain?</u> <i>History</i></p>	<p><u>How has the river Humber affected life in our area?</u> <i>Geography/science</i></p> <p><u>Summary</u> Name and locate the 12 geographical regions of the UK and identify their human and physical characteristics within the United Kingdom and understand how land use has changed over time Based on identifying physical features in the local area (Hull). Locate Hull as a port, and other European and northern hemisphere ports.</p>	<p><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u> <i>History</i></p>	<p><u>What makes the earth angry? (Including pollution)</u> <i>Geography/science</i></p> <p><u>Summary</u> Based on study of specific volcanoes/volcanic and earthquake regions in the world. Biomes, vegetation belts (fertile areas around the volcano) along with settlement and land use around the volcano. Identifying position/sig. of latitude, longitude, Equator, Northern/Southern hemispheres, Tropics of</p>	<p><u>What happened to the Mayans?</u> <i>History</i></p>



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		<p>Consider geographical regions and their human and physical characteristics e.g. use of canal system feeding into the River Humber.</p> <p><u>Links to prior learning</u> <i>Builds on KS1 United Kingdom knowledge, developing growing understanding of and introducing topographical understanding of the UK, Europe and wider world. Builds on knowledge of how Romans changed the UK.</i></p>		<p>Cancer/Capricorn, Arctic/Antarctic Circles, the Prime/GMT and time zones. Using maps, atlases, globes and digital/computer mapping.</p> <p><u>Links to prior learning</u> <i>Builds on children's growing understanding of physical and human features in the wider world.</i></p>	
5	<p><u>What is significant about Kingston Upon Hull? (local history including slavery)</u> <i>History</i></p>	<p><u>How do rivers differ?</u> Geography</p> <p><u>Summary</u> Based on zooming in from a global perspective of identifying world rivers, UK rivers then local rivers (Humber, Hull). Using atlas and map skills to do this. Also learning physical characteristics and features of rivers incl. topographical features involved. Explaining causes of flooding and making local links and relating to global</p>	<p><u>How has the Victorian period affected our lives?</u> History</p>	<p><u>How can we make £5 blossom?</u> <i>Local industry/enterprise</i></p>	<p><u>How has Ancient Greece changed the world?</u> History/Geography</p> <p><u>Summary</u> Based on locating rivers, mountains and volcanoes on a map (symbols). Climate zones/weather patterns and difference between climate/weather of Hedon and Greece. Using aerial photos. Physical and human geographical features.</p>



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		<p>disasters and the impact flooding has.</p> <p><u>Links to prior learning</u> <i>Builds on developing knowledge of physical feature of rivers from 'How has the river Humber affected life in our area?' from Y4.</i></p>			<p>Such as the Parthenon and it's specific location based on physical features in Athens. Santorini as a volcanic island- tourist destination. Using/creating graphs and charts.</p> <p><u>Links to prior learning</u> <i>Builds on children's growing knowledge of weather in regions around the world. Human and physical features and developing map/atlas skills.</i></p>
6	<p><u>Why should rainforests be important to us all?</u> Geography/Science</p> <p><u>Summary</u> Based on physical geog., incl.: location of rainforest globally and links to climate zones, rivers and mountains. Learning about human geog., including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>How did WW2 impact the local area?</u> History</p>	<p><u>How did WW2 impact the local area?</u> History</p>	<p><u>What will our coast look like in 20 years' time?</u> Geography/Science</p> <p><u>Summary</u> Based on counties and cities of the UK, geog. regions and their human and physical characteristics, key topographical features (incl. hills, mountains, coasts and rivers), and land use patterns and changes over time. Using fieldwork to investigate human and physical features in the local area,</p>	<p><u>How will the Humber go carbon neutral?</u> Geography/science</p> <p><u>Summary</u> Based on understanding the challenges of climate change and the Humber Regions pivotal role in the UK as one of it's largest industrial emitters.</p> <p><u>Links to prior learning</u> <i>Year 4 River Humber and What makes the earth angry. Builds on understanding of the</i></p>



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	<p><u>Links to prior learning</u> <i>Builds on children's growing knowledge of the climates in different regions around the world. Human and physical features of rainforest areas and developing map/atlas skills.</i></p>			<p>incl. sketch maps, plans and graphs, and digital technologies. Using maps, atlases, globes and digital/computer mapping. <u>Links to prior learning</u> <i>Builds on KS1 place knowledge of seas around UK and oceans, human and physical features of the coastline and year 4 physical and human features of Hull and regions</i></p>	<p><i>importance of rainforests.</i></p>
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