



Long term plan overview – Geography (Lower)

A geography lesson should be alive with conversations that allow children to develop their confidence with subject specific vocabulary. It should be inspiring children to enquire about the world in which they live and interact. It should set alight a flame of curiosity and fascination about the similarities and differences between their local area and the wider world. It should give them the opportunity to practise skills that give them the capacity to independently collect, analyse and interpret information in order to learn from maps, graphs, photos, videos, fieldwork and people in order to make sense of the interconnections and patterns that exist.

		Year A					Year B					Year C								
		Autumn		Spring		Summer		Autumn		Spring		Summer		Autumn		Spring		Summer		
		Deadly 60	Chalk and cheese	Waste warriors	Preserving our past	The Titanic	Rivers	Habitats	Toy story	Antarctica	On our doorstep	How does your garden grow?	Lighthouse keepsers lunch	Rainforests	Light up the world	Great fire of London	Tell us a tale	Watch me go	Romans	
Locational knowledge	Name and locate the world's seven continents and five oceans																			
	***				**	*			***					***		*		*		
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas																			
Place knowledge					**			**								***	*			
	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom																			
			***								***			*		***				
Human and physical geography	Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country																			
			**						***				***							
	Identify seasonal and daily weather patterns in the United Kingdom																			
			***				**				**		**							
	The location of hot and cold areas of the world in relation to the Equator and the North and South Poles																			
	***				**	*	**		***				***					*	*	
Use basic geographical vocabulary to refer to:																				
▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather																				
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		<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop 																	
				***		**	**	*		*	***		*	**		***	*		*
		Use world maps, atlases and globes to identify the United Kingdom and its countries																	
		*		*		**	*	**			*			*					
		Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage																	
		*				**	*	**		***			***				**	*	
		Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map																	
		*		*			*	*			*								
		Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map																	
		*		*			*	*		*	*	*		*					
		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features																	
				***	**		***			*	***		***	**					
		Devise a simple map																	
		*		***			**	*			***		*	**					
		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.																	
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Geographical skills and fieldwork