

Long Term Plan

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What a wonderful world – UK and continents		Let's Go to China		Wonderful Weather	
Year 3	Mapping		Our European Neighbours			Our local Area
Year 4		Mapping	Our European Neighbours			Our Local Area
	Extreme Earth	Mountains				
Year 5	Rainforest		Rivers	Rivers		
Year 6			North and South America			

Progression in skills

	EYFS	Year 1 and 2 Rolling programme	Year 1 and 2 Rolling programme	Year 3/4 Rolling programme Mapping in red Our Euro' Neighbours Our Local Area	Year 3/4 Rolling programme	Year 5 Rainforest Rivers Middlesbrough (hist)	Year 6
Vocabulary	Simple vocabulary: FS 1 -Town, weather, hot, cold, soil, here, there, near, far FS 2 -Season, world, Earth, local area, countryside, house, street, hill, sea, beach, shop, map, town.	Simple vocabulary: Near, far, weather, wet, sunny, hot, dry, temperate, North pole, South pole, equator, cold, season, Human geography, Physical geography, city, town, village, farm, United Kingdom, world, country, forest, wood, hill, England, Scotland, Northern Ireland, Wales, capital city, valley, North Sea, Irish Sea, the Channel, mountain, river, atlas, left, right	Develop vocabulary: house, school, street, shop, soil, vegetation, mountain, river, stream, sea, ocean, valley, cliff, coast, field, bridge, journey, polar, arctic, desert, ocean, Atlantic, Pacific, Indian, Southern, Arctic, continent (including names), capital, North, East, South, West, globe, compass, route, location, Europe, temperature, rainfall, non-European, harbour, port	Continue to develop vocabulary: Ordnance survey, key, symbol, map, footpath, environment, landscape, transport, settlement, country, county, city, human characteristics, physical characteristics, Europe, Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, eight points of a compass	Continue to develop vocabulary: mountains, volcanoes, tectonic plates, tornadoes, hurricanes, tsunamis, Earth's crust, mantle, core, inner core, cyclone, typhoon, Himalayas, Alps, Andes, contours, fold mountain, dome, block, plateau, volcanic, lava, magma, dormant, active, extinct.	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, grid reference, symbol key, economic, region, distribution, trade links rivers, meander, evaporation, condensation	Be able to describe and start to explain geographical processes using the correct terminology: Biomes, natural resources, distribution, vegetation belts
Map Skills	Provide play maps and small world equipment for children to create their own environments. Draw information from a simple	* Follow directions; up/down, left/right, behind/in front of * Use own symbols on imaginary maps * Use relative vocab; bigger/smaller, like/unlike	* Follow directions; North, East, South, West. * Spatial matching; match the same area e.g. continent on a larger map. * Use simple fieldwork and observational skills to study the geography of	* Use pairs of coordinates and four compass points, introduce need for a key and standard symbols, recognise some ordnance survey symbols and locate them on a map,	* Begin to use 4-figure grid reference to locate features on a map. * Make own maps of real places with increasing accuracy.	* Use 4 and 6 figure grid reference to locate features on a map. * Use eight compass points. – * Draw a map using symbols and a key, awareness of OS symbols.	* Draw scale plans of increasing complexity * Use a world map to identify time zones * Use a variety of maps of different scale to locate places.

	map. Use a map to find an area within the school and identify the features.	* Draw picture maps of imaginary places and from stories. * Talk about own maps	their school and its grounds surrounding devise a simple map; maps of school playgrounds,	* write some simple directions using 8 compass points, * use larger scale map outside/use maps of other localities. * Study maps to make assumptions	* Use a variety of maps of different scale to locate places.	* Measure straight line distance on a plan. * Draw a variety of thematic plans, based on own data. * Follow route on small-scale OS map and describe features seen. * Compare large-scale map and vertical photo	
Enquiry Skills	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talk about the features of their own immediate environment and how environments might vary from one another. Provide stories that help children to make sense of different environments.	* Use resources provided and their own observations to respond to questions about places, ask geographical questions.	* Select information from resources provided. Use this information and their own observations to ask and respond to questions about places, ask geographical questions, * Express own views and opinions, relate differences to own experiences, verbalise and write about similarities and differences.	* Use skills and sources of evidence to respond to a range of geographical questions. * Offer reasons for some of their observations and judgements about places. * Offer explanations for the location for some human and physical features in different localities, critically study photographs, identify similarities and differences, compare physical and human features, * draw conclusions, pose questions and use prior knowledge to discuss a geographical area, analyse evidence and draw conclusions, draw diagrams, produce writing and use the correct vocabulary, ask, research and explain relevant questions, undertake environmental surveys recording any changes and observations using a method of choice.	Use skills and sources of evidence to respond to a range of geographical questions. * Offer reasons for many of their observations and judgements about places. * Offer explanations for the location for some human and physical features in different localities, raise questions and make predictions, find out answers and research the implications, reach reasoned and informed opinions, make comparisons, use photographic evidence to raise questions, * make assumptions based on images/videos/Google Earth searches, develop reasoned arguments, compare and contrast whilst making relevant connections, produce own pictures and labelled diagrams, choose effective recording and presentation methods, present data in an appropriate way using keys to make data clear, draw conclusions from the data.	* Draw on their knowledge and understanding to suggest suitable geographical questions for study. * Use a range of geographical skills and evidence to investigate places and themes. * Raise questions, make predictions and draw conclusions, ask questions, make comparisons, use photographic evidence to raise questions, research and develop reasoned arguments, discuss and debate e.g. Is the rainforest a good place to live? * ask and answer questions through own knowledge and self-conducted research, conduct investigations, investigate facts and join in a reasoned discussion, choose effective recording and presentation methods e.g. How can maps help us answer how Middlesbrough has changed over time?	* Identify relevant geographical questions. * Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. * They reach plausible conclusions and present their findings both graphically and in writing, find out answers and research the implications, reach reasoned and informed opinions, design interesting and relevant studies, compare and contrast whilst making relevant connections, present data in an appropriate way using keys to make data clear, draw conclusions from the data, explain and defend an opinion.
Fieldwork	Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area. Give opportunities to record findings by, e.g. drawing,	* Use world maps, atlases and globes to identify the United Kingdom and its countries. * Use aerial photographs * Plan perspectives to recognise landmarks and basic human and physical features; 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 surrounding <i>devise a simple map; maps of school playgrounds,</i> * Use simple compass directions (North, South, East and West) and locational and directional	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Greece, Athens, Learn the eight points of a compass, four-figure grid references.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features of the rainforest Confidently use fieldwork to record the human and physical features in the local area with increasing accuracy using a range of	* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * Expand map skills to include non-UK countries. * Confidently use fieldwork to observe, measure and record the human and physical features in the local

	writing, making a model or photographing.		language [for example, near and far; left and right], to describe the location of features and routes on a map. and the key human and physical features of its environment	Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		methods, including sketch maps, plans and graphs, and digital technologies.	area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Place and Locational Knowledge	Use the local area for exploring both the built and the natural environment. Understand the difference between natural environment and manmade. Know the difference between land and water. 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.	* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. * Name and locate the surrounding seas of the United Kingdom. * Understand the difference between human and physical geography.	* Name and locate the world's seven continents and five oceans * Understand and study the difference between human and physical geography. * Understand geographical differences through studying human and physical geography of a small area of the UK and a non-European country	Name and locate several countries in Europe including France, Germany, Spain and Italy Identify capital cities of Europe. Locate Russia on a map. Identify countries first then capitals. Name different cities of the UK and the human and physical characteristics. In depth research of the Middlesbrough area with a focus on Fieldwork. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Identify and locate highest mountains/volcanoes in the world Recognise the location of tectonic plates and explain how this impacts the location of many natural disasters, Use place and locational knowledge to describe the economic impacts of natural disasters.	Names and locate counties of the UK and the human and physical features. Linking with History, compare land use maps of UK from past with the present, focusing on land use. – 'Boro unit Changes in land use – since Anglo Saxons Linking with local History, map how land use has changed in local area over time. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate region Identify and locate the longest rivers in the world.	Locate the main countries in North and South America. Locate and name principal cities. Identify their main environmental regions, key physical and human characteristics, and major cities. * Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. * Identify the position and significance of latitude/longitude and the Greenwich Meridian.
Human and Physical Geography	Shows care and concern for the environment. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Give opportunities to	* Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world.	* Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles	Types of settlements in Early Britain linked to History. Why did early people choose to settle there? What makes areas of Europe popular for tourism?	Human geography including trade links in the Pre-roman and Roman era, mountains, climate, natural disasters, volcanoes, cyclones, hurricanes, typhoons, tornadoes, human impact of natural disasters Describe and understand key aspects of: Brief introduction to Volcanoes and earthquakes linking to Science: rock types. Physical geography including Volcanoes and earthquakes,	Describe and understand key aspects of: Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T Types of settlements in Viking, Saxon Britain linked to History. – Middlesbrough unit Physical geography including coasts, rivers and the water cycle including transpiration	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to Y5 work on Rainforest) Fair/unfair distribution of resources (Fairtrade). Human geography including trade between UK and Europe and ROW

	take care of practical, attractive environments, for example the flowerbeds or organising, taking care of equipment outdoors. Understand some important processes and changes in the natural world around them, including the seasons.				looking at plate tectonics and the ring of fire		
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