

BWJPS  
Geography Whole School Long Term Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS ELG	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <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> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>					
	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> </ul> <p>Recognise some environments that are different to the one in which they live.</p>					
Year 1/2	<b>Beside the Seaside</b>		<b>Magical Mapping</b>		<b>Sensational Safari</b> (Giraffe Fact file)	
	<p>YR -Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.</p> <p><b>Geographical enquiry</b> Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p><b>Physical Geography</b> Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • 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><b>Human Geography</b> 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><b>Geographical Knowledge</b> 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 name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK?</p>					
	<b>Extreme Earth</b>		<b>Rainforests</b>		<b>The UK</b>	

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<b>Year 3</b>				
	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• <b>Can they begin to use 4 figure grid references?</b></li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• <b>Can they make accurate measurement of distances within 100Km?</b></li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's lives?</li> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they name a number of countries in the Northern Hemisphere?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>			
<b>Year 4</b>	<b>Somewhere to Settle</b>	<b>All Around the World</b>	<b>Water</b>	<b>What's it Like in Manchester? (with links to local history)</b>
	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and on an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc...)?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul>			

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	<p><b><u>Human Geography</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul> <p><b><u>Geographical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> <li>• Do they know the difference between the British Isles; Great Britain and the UK?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Do they know the countries that make up the European Union?</li> </ul>			
Year 5 & Year 6	<b><u>Exploring Eastern Europe</u></b>	<b><u>Trading &amp; Economic Activity</u></b>	<b><u>Mountains including a study of different mountain locations</u></b>	
	<b><u>Marvellous Maps</u></b>	<b><u>Amazing Americas</u></b>	<b><u>Raging Rivers</u></b>	<b><u>Enough for Everyone</u></b>
<p><i>In 2021/22 Year 6 completed the Autumn term from (2) then completed topics from (1)</i></p> <p><i>In 2021/22 Year 5 completed the whole of cycle (1)</i></p> <p><i>In 2022/2023 they need to complete</i></p>	<p><b><u>Geographical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• <b>Can they find the same place on a globe and on an atlas?</b></li> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they map land use?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they make detailed sketches and plans; improving their accuracy later?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul> <p><b><u>Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4-figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> </ul> <p><b><u>Human Geography</u></b></p> <ul style="list-style-type: none"> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul> <p><b><u>Geographical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</b></li> <li>• Can they recognise key symbols used on ordnance survey maps?</li> <li>• Can they name the largest desert in the world?</li> </ul>			

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*the whole  
of (2) and it  
will move  
forward  
from there*

- Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
- Can they explain how the time zones work?

**Additional practical objectives for MAB pupils and Y6 pupils:**

**Geographical Enquiry**

- 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?

**Physical Geography**

- Can they give extended descriptions of the physical features of different places around the world?
- 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?
- Can they create sketch maps when carrying out a field study?

**Human Geography**

- Can they give an extended description of the human features of different places around the world?
- Can they map land use with their own criteria?
- Can they describe how some places are similar and others are different in relation to their physical features?

**Geographical Knowledge**

- Can they recognise key symbols used on Ordnance Survey maps?
- Can they name the largest desert in the world?
- Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
- Can they explain how the time zones work?