



**Oaklands Community Primary School Whole School Geography Long Term Plan**  
**Units and National Curriculum Objectives.**

Year Group	Autumn	Spring	Summer
EYFS	<p><b><u>Local walk to post office</u></b>- What can they see in our environment?            *ELG: UTW: Children talk about the features of their own immediate environment and how environments might vary from one another</p>	<p align="center"><b>(Let's go on an Easter Egg Hunt)</b></p> <p><b><u>Story Mapping</u></b> (Gingerbread Man's journey, Little Red Riding Hood)</p> <p><b><u>Directional &amp; Positional language</u></b> (We're Going on a Bear Hunt) Using BeeBots to plan a journey</p> <p><b><u>How our environment changes with the seasons</u></b></p> <p>*ELG: SS&amp;M: Use everyday language to talk about position            *ELG: UTW: Children talk about the features of their own immediate environment and how environments might vary from one another</p>	<p><b><u>An introduction to maps</u></b>- Following a route around school</p> <p><b><u>An Introduction to Google earth</u></b>- Look at how the arctic, the sea and the desert looks different.</p> <p><b><u>An introduction to how places around the world might be different from ours</u></b> (clothes, weather, food, art)</p> <p>*ELG: UTW: Children talk about the features of their own immediate environment and how environments might vary from one another            *ELG: P &amp; C: Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
KS1 Year 1	<p align="center"><b><u>Let's Go Outside</u></b>  <b><u>Weather &amp; Seasonal Change</u></b> (Science link)</p> <p>*Identify seasonal and 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 poles</p>	<p align="center"><b>(Let's go on an Easter Egg Hunt)</b></p>	<p align="center"><b><u>Let's Go Around the World</u></b>  <b><u>Locational knowledge</u></b></p> <p>*Name and locate the World's seven continents and five oceans            *Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied at this key stage            *Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</p>
KS2 Year 2	<p align="center"><b><u>Let's Go Around the UK</u></b>  <b><u>Mapping the Local Area</u></b></p> <p>*Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas            *Use world maps, atlases and globes to identify the UK</p>	<p align="center"><b>(Let's Go on an Easter Egg Hunt)</b>  <b><u>Let's Go to Kenya</u></b></p> <p>*Understand similarities and differences through studying human and physical geography of a small area of the UK and of a small area in a non-European country</p>	



## Oaklands Community Primary School Whole School Geography Long Term Plan Units and National Curriculum Objectives.

	<p>and its countries as well as other countries, continents and oceans studied at this key stage</p> <p>*Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</p> <p>*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</p> <p>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</p>		
<p><b>KS2</b> <b>Year 3</b></p>	<p style="text-align: center;"><b><u>Let's Go Mountaineering</u></b> <b>Hills, Mountains, Volcanoes and Earthquakes</b></p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, <b>key topographical 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</b></p> <p>*Describe and understand key aspects of <b>Physical geography</b>, including climate zones, biomes and vegetation belts, rivers, <b>mountains, volcanoes and earthquakes</b> and the water cycle</p> <p>*Geographical skills and fieldwork (see below)</p>	<p style="text-align: center;"><b>(Let's Go on an Easter Egg Hunt)</b> <b><u>Let's Go Around Here</u></b> <b>Where we live</b></p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, <b>key topographical 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</b></p> <p>*Geographical skills and fieldwork (see below)</p>	
<p><b>KS2</b> <b>Year 4</b></p>		<p><b><u>Let's Go to the River</u></b> <b>Coasts and Rivers</b></p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, <b>key topographical regions and their identifying human and physical characteristics, key</b></p>	

**\*\*Throughout the Year at KS1:**  
Use basic geographical vocabulary to refer to

- Key physical features
- Key human features



## Oaklands Community Primary School Whole School Geography Long Term Plan Units and National Curriculum Objectives.

		<p><b>topographical features</b> (including hills, mountains, coasts and rivers), and <b>land-use patterns</b>; and <b>understand how some of these aspects have changed over time</b></p> <p>*Describe and understand key aspects of Physical geography, including climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes and the <b>water cycle</b></p> <p><b>Human geography including types of settlement and land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>*<b>Geographical skills and fieldwork</b> (see below)</p>	
<p><b>KS2</b> <b>Year 5</b></p>		<p style="text-align: center;"><b>(Let's Go on an Easter Egg Hunt)</b> <b><u>Let's Go North and South</u></b> <b>Longitude and Latitude</b></p> <p>*Locate the world's countries, using maps to focus on <b>Europe (including the location of Russia) and North and South America</b>, concentrating on their <b>environmental regions, key physical and human characteristics, countries and major cities</b></p> <p>* <b>Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (Including day and night</b></p> <p>*<b>Describe and understand key aspects of Physical geography</b>, including <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>*<b>Geographical skills and fieldwork</b> (see below)</p>	<p style="text-align: center;"><b>a) <u>Let's Go Mapping</u></b> <b>b) <u>Let's Go to Ankara</u></b> <b>Mapping</b> <b>London &amp; A European City</b></p> <p>*Locate the world's countries, using maps to focus on <b>Europe (including the location of Russia) and North and South America</b>, concentrating on their <b>environmental regions, key physical and human characteristics, countries and major cities</b></p> <p>*<b>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics</b>, key topographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains , coasts and rivers) , <b>and land-use patterns; and understand how some of these aspects have changed over time</b></p> <p>*<b>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country</b></p>

