



Uffington Church of England Primary School
Geography - Long Term Plan - 2024-2025

Cycle A – 24/25

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS		My own life story Knowing how I have changed.	The lives of people around us Similarities between events in the past and now (Emergency services / Christmas) Bonfire Night Gunpowder Plot	Dinosaurs! Mary Anning Real life history – Rutland Water Chinese New Year	3,2,1 – Blast Off! Figures from the past – Neil Armstrong / Tim Peake First moon landing	Pirates Famous & past pirates	Africa Festivals & celebrations – similarities and differences between cultures	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts
KS1 Y1/Y2	Locational Knowledge Place Knowledge Human and Physical Geography	<u>What is the weather like in the UK?</u> Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.		<u>What can you see at the coast?</u> Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.		<u>What is it like here?</u> Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.		Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented
KS2 Y3/Y4	Geographical Skills and Fieldwork		<u>Why do people live near volcanoes?</u> Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.		<u>Why are rainforests important to us?</u> Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		<u>Where does our food come from?</u> Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
KS2 Y5/Y6		<u>What is life like in the Alps?</u> Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.		<u>Would you like to live in the desert?</u> Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.		<u>Where does our energy come from?</u> Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.		
KS3	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Are competent in the geographical skills needed to: § collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes § interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) § communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.							



Uffington Church of England Primary School
Geography - Long Term Plan - 2025-2026

Cycle B – 25/26

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	Locational Knowledge	My own life story Knowing how I have changed.	The lives of people around us Similarities between events in the past and now (Emergency services / Christmas) Bonfire Night Gunpowder Plot	Dinosaurs! Mary Anning Real life history – Rutland Water Chinese New Year	3,2,1 – Blast Off! Figures from the past – Neil Armstrong / Tim Peake First moon landing	Pirates Famous & past pirates	Africa Festivals & celebrations – similarities and differences between cultures	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>
KS1 Y1/Y2	Place Knowledge Human and Physical Geography	<p><u>Where am I?</u> Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.</p>		<p><u>Would you prefer to live in a hot or cold place?</u> Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p>		<p><u>What is it like to live in Shanghai?</u> Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>
KS2 Y3/Y4	Geographical Skills and Fieldwork		<p><u>Who lives in Antarctica?</u> Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p>		<p><u>Are all settlements the same?</u> Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They make land use comparisons with New Delhi to find key similarities and differences between these contrasting areas.</p>		<p><u>What are rivers and how are they formed?</u> Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
KS2 Y5/Y6		<p><u>Why does population change?</u> Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p>	<p><u>Why do oceans matter?</u> Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p>	<p><u>How could we make our local area more environmentally friendly?</u> Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.</p>				
KS3	<p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> § collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes § interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) § communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 							