Geography Long Term Plan- National Curriculum Overview and Progression

	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography
R	The Early Years Foundation Stage Framework covers geography in the following ways: **Understanding the World – The World** **3&4** -Talk about what they see, using a wide vocabulary. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **Reception** -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Recognise some environments that are different from the one in which they live. -Understand the effect of changing seasons on the natural world around them. **ELG: People, Culture and Communities** Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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 and – when appropriate – maps.			
1	What makes the UK great? *Name & locate four countries of the UK, & their capital cities, and the surrounding seas.*		What is on our doorstep? key physical features, including: forest, hill, river, vegetation, season and weather	What is on our doorstep? key human features, including: town, village, farm, house and shop
2	Where in the world are we? *Name and locate the world's seven continents & five oceans.*	How is England different to Peru? Describe geographical similarities & differences between the UK and another non-European country (Peru).	How is England different to Peru? key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	How is England different to Peru? key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
3	What is the climate in the UK and how does it compare to the rest of the world? Locate the world's countries, using maps to focus on Europe (including the location of Russia) Name and locate cities of the United Kingdom Name and locate counties in the Southeast	What is the climate in the UK and how does it compare to the rest of the world? Understand geographical similarities and differences through the study of human and physical geography of a European countries (Norway and Spain)	What big changes followed the Stone Age? Answer questions about types of settlement, land use and distribution of natural resources for the areas studied. What is our planet made of? Describe & show an understanding of volcanoes & earthquakes What is the climate in the UK and how does it compare to the rest of the world? Describe climate zones.	What big changes followed the Stone Age? Answer questions about types of settlement, land use and distribution of natural resources for the areas studied. What is the climate in the UK and how does it compare to the rest of the world? human geography, including: land use, economic activity including trade
4	How is North America different to the UK? I can use maps to name and locate countries in North America concentrating on their key physical and human characteristics.	How is North America different to the UK? Compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America.	Where does water end up? Water cycle, Rivers Understand & discuss the effect water has on landscapes, people & the environment. How is North America different to the UK? physical geography, including: climate zones...rivers, mountains...	Vikings - Explorers or Villains? Types of settlement and land use

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5	Where in the world? name and locate counties of the UK concentrating on their key physical and human characteristics How do we get day and night, the seasons and climates? I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, northern and southern hemispheres. Applying this knowledge to understand seasons and climates linked with scientific work. I can identify the position and significance of the Greenwich Meridian and accurately use world time zones **South America: why does the Amazon matter?** I can measure distances using maps. I can use 4 figure grid references.	**South America: why does the Amazon matter?** I can compare and contrast different regions based on their human and physical features-*Focus on comparing North and South America. They will also be comparing living in the Amazon (Awa people) with life in the UK* ***Fieldwork***	What are the physical features of mountains? Mountains **South America: why does the Amazon matter?** I recognise how people can improve or damage the environment- *focus on deforestation*	Do humans improve an environment? Recognise how people can improve or damage the environment. Impact of tourism- land use & economic activity. **South America: why does the Amazon matter?** I recognise how people can improve or damage the environment- *focus on deforestation*
6	Is my route to school safe? To use maps and keys to plot a route. To understand how to find a six-figure grid reference. How can we reduce the impact of climate change and help our planet stay healthy for the future? I can name and locate countries of the world and their identifying human and physical characteristics.	How can we reduce the impact of climate change and help our planet stay healthy for the future? I can compare land uses, economic activity and distribution of natural resources. I understand how decisions about places and environments affect the quality, and future quality, of people's lives	How can we reduce the impact of climate change and help our planet stay healthy for the future? Understand geographical similarities and differences of an area focussing on distribution of natural resources and climate	Is my route to school safe? Use a range of geographical sources to give detailed descriptions of the local area. How can we reduce the impact of climate change and help our planet stay healthy for the future? I understand how decisions about places and environments affect the quality, and future quality, of people's lives

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