

	Key concepts and skills What does it mean to be a geographer?	Geographical enquiry (fieldwork) Using evidence and communicating ideas	Knowledge of place Human and Physical Geography	Geographical vocabulary	Key geographical enquiry questions/examples of P4C questions	End points
EYFS	Skills: Look at simple maps - actual and fictional	Be curious about Atlases (basic), globes, artefacts from different localities, non-fiction books Ask questions of staff	Describe People from other localities – similarities and differences Describe some of the physical features of Forest School	Key physical features, including: tree, soil, plants, season and weather Key human features, including: school, house, shop, farm Key skills vocabulary: map	P4C questions What would you rather find - A magic sweetie bag that is always full, a magic book that talks to you or a magic carpet that will take you anywhere? If you met a man living in a cave, what would you ask him? Enquiry questions What features make up a forest? How are people different?	Talk about own environment and the wider world Talk about features of own environment with greater understanding
1	How and why has our local area changed and what is the difference? (include any environmental issues) Skills:	Be curious about changes to local area over time Ask questions of parents and stakeholders Explore different sources of information	Identify seasonal and daily weather patterns in the United Kingdom. Understand geographical similarities and differences through studying the human and physical geography of a	Key physical features, including: forest, hill, river, vegetation Key human features, including: city, town, village, factory and office	P4C questions Is it ever OK to chop down a tree? What if it never rained? Enquiry questions	Use and draw maps and pictures to describe an area in their locality Describe a significant place in their locality, how has it changed and what is the local impact?

	<ul style="list-style-type: none"> Simple data collection e.g. tally, pictogram Draw simple maps using own symbols Describe photographs use simple fieldwork and observational skills 	Explore career opportunities in the local area	small area of the United Kingdom	Key skills vocabulary: near, far, 4 compass points, directional language	<p>What are the human and physical features of the area we live in?</p> <p>What countries make up the unites kingdom?</p> <p>How is life in each country different?</p> <p>What are the different types of weather?</p> <p>How does the weather change across each season?</p>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
2	<p>How do contrasting environments impact on the lives of people living there?</p> <p>Skills:</p> <ul style="list-style-type: none"> Draw basic maps using recognised symbols Use an atlas and globe to locate other countries Use 4 figure grid references Identify 4 points of a compass 	<p>Explore career opportunities in a variety of locations</p> <p>Posing geographical questions and begin to find answers to their own questions</p> <p>Present findings of geographical fieldwork</p> <p>Name and locate seven continents and five oceans on a map and globe</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>How people live and have adapted to living in hot and cold places.</p> <p>How people live and have adapted to living in relation to the equator and one of the poles.</p> <p>Understand geographical similarities and</p>	<p>Key physical features, including: beach, cliff, coast, sea, ocean, valley, continent, country</p> <p>Key human features, including: port, harbour, city, capital city</p> <p>Key skills vocabulary: aerial map, data, grid references, fieldwork, atlas, globe, symbol, key</p>	<p>P4C questions</p> <p>If you could change one thing about the world, what would it be?</p> <p>Who decided what things are called?</p> <p>Would you rather be very hot or very cold?</p> <p>Enquiry question</p> <p>Where are hot and cold places located?</p>	<p>By the end of KS1</p> <p>Describe similarities and differences between two contrasting places</p> <p>Suggest explanations for differences and similarities</p> <p>Minimum of one, off site visit for fieldwork field trip to a coastal environment.</p>

	<ul style="list-style-type: none"> Collect data and select a way of presenting use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 		<p>differences through studying the human and physical geography of a small area in a contrasting non-European country, other than North and South America (as this is covered in Y6).</p>		<p>What is the climate of hot and cold environments like?</p> <p>What plants and animals live in hot and cold environments?</p> <p>How do people survive in hot and cold environments?</p> <p>How do hot and cold environments compare to the place where we live?</p>	
3	<p>Explosive Earth</p> <p>Skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries. Photo analysis of tectonic events. Labelled diagrams 	<p>Locate the world’s countries (introduce the concept of time difference), using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>Add to this column for KS2</p> <p>Tectonic hazards</p> <p>What is the structure of planet earth?</p> <p>How tectonic hazards form and the impacts of tectonic hazards on people and the environment.</p> <p>How can we prepare and protect ourselves from tectonic hazards (e.g. earthquake proof buildings)</p>	<p>Add to this column for KS2</p>	<p>P4C questions</p> <p>Do animals think?</p> <p>What will the world be like in 100 years?</p> <p>How are mountains made?</p> <p>Enquiry questions</p> <p>Why do tectonic plates move?</p> <p>Where are tectonic hazards located?</p> <p>How do volcanoes/earthquakes form?</p> <ul style="list-style-type: none"> How can people protect themselves against 	<p>Describe geographical features studied</p> <p>Describe the similarities and differences between geographical regions</p>

		region in a European country.	Volcanoes (link to Science – rocks) -Earthquakes Types of settlement and land use.		volcanoes/earthquakes? How can buildings withstand earthquakes? • How do we know when a volcano is about to erupt? Which is best way to protect yourself during a tectonic hazard?	
4	How can we use the world’s most important resources? Skills: • Use the eight point of a compass • Use symbols and key (including the use of Ordnance Survey maps) • Four figure grid references (OS Maps) • Longitude and latitude	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers, hills and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	Water: The water cycle River basin River landforms Floods and flood management Energy: Types of energy – fossil fuels and renewable alternatives. Effects of energy use – climate change - Rivers (fieldwork) - Mountains - The water cycle (link to science - states of matter)		P4C questions Would you rather have no electricity or no water? Should people care more about doing the right thing or doing things right? Are humans, plants and animals equal? Enquiry questions WATER: Why is water important? Where is does fresh water come from? (water cycle) How does water travel across our landscapes? (river system)	End points for LKS2 Describe the impact that floods can have on areas. Describe the water cycle. Begin to form an opinion about the effects of energy use and explain how they have arrived at their opinion. To describe how to use grid references and compass points to read a map.

		<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Observe, measure, record and present the human and physical features in the local area</p>	<p>The distribution of natural resources including energy, food, minerals and water</p>		<p>What features does water create on our landscapes? (river features – waterfall, meander)</p> <p>What happens if there is too much water on our land? (flooding causes)</p> <p>How do changing rivers affect people?</p> <p>How can we manage rivers to reduce flooding?</p> <p>ENERGY Why is energy important?</p> <p>What are fossil fuels/renewable energy?</p> <p>How does energy impact on the environment?</p> <p>Which is the best way to generate energy?</p>	<p>Minimum of one, off site visit for fieldwork field trip to a river.</p>
5	<p>Are our coasts under threat?</p> <p>(Impact of global warming)</p>	<p>Observe, measure, record and present information using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Coastal ecosystems (food chains)</p> <p>Plastic in our oceans.</p> <p>Storms and coastal erosion. – link to sea</p>		<p>P4C questions</p> <p>If you could change one thing about the world, what would it be?</p> <p>What is</p>	<p>End points</p> <p>Explain how maps can support geographical knowledge.</p>

	<p>Skills:</p> <ul style="list-style-type: none"> • Use four and six-figure grid references • Use the eight point of a compass • Use symbols and key (including the use of Ordnance Survey maps) • Aerial photographs • Google Street View • Atlas maps 	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>levels rising and climate change. Coastal landforms. Coastal management (Fairbourne debate)</p> <ul style="list-style-type: none"> - Coasts (fieldwork) - Erosion - Weathering 		<p>the story behind my trainers?</p> <p>Enquiry questions What are the features of a coastal ecosystem?</p> <p>How do plants and animals rely on each other in the ocean ecosystem?</p> <p>How do plastics reach our oceans?</p> <p>How can we reduce our plastic waste?</p> <p>How does plastic impact on the ocean and coastal landscape? (animals and beach environments)</p> <p>How does the sea shape our coastline?</p> <p>How does erosion create coastal landforms?</p> <p>How can we protect our coastlines?</p>	<p>Describe the features of a coastal ecosystem and how living things rely on each other within the ocean ecosystems.</p> <p>Describe some of the impacts of coastal erosion.</p> <p>Minimum of one, off site visit for fieldwork field trip to a coastal environment.</p>
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					Should we build coastal defences or let nature take its course?	
6	<p>How important are tropical rainforests to us?</p> <p>(Impact of global warming?)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Climate graph • Photo analysis • Atlas skills 	<p>Locate the world’s countries and North or South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>	<p>Biomes and climatic zones.</p> <p>Tropical rainforest ecosystem features.</p> <p>Layer of the rainforest</p> <p>Animals and plant adaptations</p> <p>Deforestation causes and consequences</p> <ul style="list-style-type: none"> - Climate zones - Biomes - Vegetation belts <p>Economic activity including trade links.</p>		<p>P4C questions</p> <p>Is it OK that there are jobs that do not have equal numbers of men and women doing them?</p> <p>Should we stop using animals for food?</p> <p>Are our actions a result of nature or nurture?</p> <p>Enquiry questions</p> <p>Where are the world’s major biomes and climatic zones and what are their features?</p> <p>What is the climate of the tropical rainforest like?</p> <p>Why does it rain in the rainforest?</p> <p>How are tropical rainforests structured (layers)?</p>	<p>End points for UKS2</p> <p>Describe the similarities and differences of human and physical geography of regions.</p> <p>Describe the features of tropical rainforests.</p> <p>Explain how deforestation may impact on climate change.</p>



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					<p>How have plants and animals adapted to the rainforest environment?</p> <p>How are rainforests used by people?</p> <p>How does deforestation impact on the environment and people of the rainforest?</p> <p>How does deforestation contribute to climate change?</p> <p>What actions can we take to protect the rainforest environment?</p>	
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