



Geography - Long Term Plan

Pupils should be taught to:

EYFS ELG

Understanding the World – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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

Understanding the World - The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

Name and locate the world's seven continents and five oceans

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country



Human and physical geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to: **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

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

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.

Key Stage 2

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.

Pupils should be taught to:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical 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



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)

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balance curriculum to all children
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets that are challenging and achievable.

GARTON ON THE WOLDS CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Intent

At Garton on the Wolds CE Primary School, we believe that Geography helps to provoke and provide questions about the natural and human aspects of the world. We aim for a high quality geography curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching will equip our pupils with knowledge about diverse places, people, resources, natural and human environments and key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

To design a geography curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum geography programmes of study.

To fulfil the duties of the National Curriculum providing a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Implementation

Geography is taught in blocks throughout the year so that children achieve depth in their learning. Children have access to key knowledge, language and meanings to understand geography and to use these skills across the curriculum.

EYFS: Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to develop understanding of the locality and environment.

Geography Knowledge Walls are used throughout school with a focus on key knowledge, vocabulary and questions making links across the wider curriculum.

Subject specific vocabulary: Highlighted to the children through lessons, revisited through subsequent lessons and class assemblies and recorded on Geography Knowledge Walls.

Resources: Children will have access to atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.

Assessment: Class teachers assess children's understanding in geography and this is then recorded on skills tracker. This data is analysed to improve the children's learning in geography.

Outdoor learning: Curriculum teaching and learning plans for outdoor active learning opportunities within geography lessons. This may be using the school grounds, local area or wider community. Children will access their local environment to get hands on experience in their learning, becoming more aware of the environment as they progress through their geographical education.

Teaching: A wide variety of teaching approaches are used in geography lessons to ensure children make good progress and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in geography lessons.

Research: Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning.

English, Maths, history and ICT skills are taught during discrete lessons but are revisited in geography so children can apply and embed the skills they have learnt in a purposeful context.

Cultural Capital: We plan educational visits, specialist visitors and involvement in community activities to provide first-hand experiences for the children to support and develop their learning, which are often linked to geography.

Impact

Children acquire key knowledge through a broad and balanced geography curriculum.

Children will retain knowledge that is useful to geography with a real life context.

As children progress, they develop a deep knowledge, understanding and appreciation of their local area and its place in the wider geographical context.



Children will begin to understand their wider world and the implications that we as citizens have on it.

Cycle A – 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Skills developed through child's interests and topic activities – Geographical Enquiry Identify and describe features in the local environment Use photos and pictures to locate places in the local environment. Talk about the local environment. Geographical Skills & Fieldwork Talk about and describe features of the local environment from photos and leaflets. Label photos and pictures of the local environment. Use simple aerial photos to identify landmarks and basic human and physical features. Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map. Location and Place Knowledge Talk about and describe people and places in the local area. Talk about similarities and differences between places Talk about different ways to travel Human and Physical Use simple geographical words to describe physical features of our local environment Use simple geographical words to describe human features of our local environment Sustainability Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment.					



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan – 2025/26 and 2026/27

Subject: Geography

Year 1/2	Life in the City	Around the World	Four Seasons
Year 3/4	Settlements	In the Desert	Volcanoes
Year 5/6	Investigating Rivers	Extreme Earth	North America

Cycle B – 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Skills developed through child's interests and topic activities – Geographical Enquiry Identify and describe features in the local environment Use photos and pictures to locate places in the local environment. Talk about the local environment. Geographical Skills & Fieldwork Talk about and describe features of the local environment from photos and leaflets. Label photos and pictures of the local environment. Use simple aerial photos to identify landmarks and basic human and physical features. Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map. Location and Place Knowledge Talk about and describe people and places in the local area. Talk about similarities and differences between places Talk about different ways to travel					



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan - 2025/26 and
2026/27

Subject: Geography

	Human and Physical Use simple geographical words to describe physical features of our local environment Use simple geographical words to describe human features of our local environment Sustainability Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment.		
Year 1/2	Let's go to the Arctic	Map Makers	Where do we live?
Year 3/4	Investigating India	The Rainforest	Our European Neighbours
Year 5/6	The United Kingdom	Exploring Scandinavia	Local Area