



GEOGRAPHY Long Term Plan YEAR B

To ensure full coverage and progression for each year group, we have a rolling programme which contains themed units with concepts that are repeated and deepened, as well as discrete geography units that build over time. This approach helps children to retain knowledge and build on their prior learning. We plan for enrichment days, visits and visitors; fieldwork is woven into our LMTW curriculum topics; this is so that key concepts, knowledge and geographical skills can be applied and embedded in real life contexts. As well as discrete geography lessons, through many of our LMTW curriculum topics, Geography and History are closely linked, as we recognise that the inter-connected relationship between time and place helps to develop our understanding of the world around us.

Autumn Term 2024		
	Autumn 1	Autumn 2
Nursery	N1: Explore the environment in Autumn. N2: Talk about the differences in the environment through the autumn and the changes they notice Gain a knowledge of the nursery surroundings including where different resources are kept	N1: Explore the environment in Autumn. N2: Talk about the differences in the environment through the autumn and the changes they notice Gain a knowledge of the nursery surroundings including where different resources are kept
Puffins R	Understand that some places are special to members of their community Navigate their way around the school environment	Recognise some similarities and differences between this country and other countries Help is at Hand <ul style="list-style-type: none">To know who works at school, what jobs they have and how these people help themTo identify ways in which the police, ambulance service and fire service help in the communityTo know how doctors and nurses help in different settings To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc.
Puffins 1	Happy to be Me	
Choughs 2	Land Ahoy Building their place and space knowledge, pupils learn to name and locate the continents and oceans, linked to their understanding of land and sea. They identify and classify physical and human geographical features, looking in more detail at the island of Madagascar. Locational language and compass directions are reinforced, and pupils also learn about simple co-ordinate grid maps. Concepts NC - 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 C. To name and locate the world's continents and oceans (NC) D. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC) E. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)	Zero to Hero- 'Inspirational Figures Past and Present'
Choughs 3 Choughs 4		
Razorbills 5 Razorbills 6	A World of Bright Ideas- 'Inventions and Developments'	In Your Element Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Findosaur. Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers. Concepts NC - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time

		<p>NC - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <p>Earth</p> <p>A. To name and locate main UK and world mountains</p> <p>B. To learn about different types of rocks, soils and minerals</p> <p>C. To learn about earthquakes</p> <p>Fire</p> <p>D. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava</p> <p>Water</p> <p>E. To learn about tsunamis and their link with earthquakes</p> <p>F. To name and locate main UK and world rivers and seas</p> <p>G. To learn about the use of water in trade links</p> <p>H. To learn about the distribution of water and water supplies e.g. drought, flooding</p> <p>Air</p> <p>I. To learn about climate zones</p> <p>J. To know the difference between a tornado, hurricane and cyclone</p> <p>Pharaoh Queen</p> <p>NC - To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>A study of Ancient Egypt provides an opportunity for pupils to build on their learning about Africa and the position and location of some of its countries. They will engage map reading skills in locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. It also provides an opportunity for pupils to learn more about rivers and associated processes and changes e.g. flooding, drought, whilst focusing on the River Nile.</p>
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Spring Term 2025		
	Spring 1	Spring 2
Nursery	<p>N1: Explore the environment in winter</p> <p>N2: Talk about the differences in the environment through the winter and the changes they notice.</p> <p>Gain a knowledge of the nursery surroundings including where different resources are kept and the location of different areas of the school and grounds</p> <p>Visit Tregullas Farm and discuss key features</p>	<p>N1: Explore the environment in the winter- explore seasonal changes in their immediate environment</p> <p>N2: Talk about the differences in the environment through Spring and the changes they notice</p> <p>Gain a knowledge of the nursery surroundings including the school buildings and grounds.</p> <p>Visit Tregullas Farm - discuss key features and changes</p>
Puffins R	<p><i>Recognise some similarities and differences between this country and other countries</i></p>	
Puffins 1	<p>Come Fly With Me- Asia</p> <p>Come Fly With Me! Asia</p> <ul style="list-style-type: none"> To know that a map is a drawing of all or part of Earth's surface To know that China / India / Russia / Egypt can be found on a map of the world To know about some key aspects of Chinese culture, including Chinese New Year To know about some key aspects of Indian culture, including festivals such as Diwali To know that Russia is a large country in Asia To explore some basic identifying features of Russia's culture To know that Egypt is a country located across Africa and Asia To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids 	Powhatan People
Choughs 2		

Choughs 3 Choughs 4	That's All Folks- 'Film and Animation'	Lindow Man- 'The Story of Prehistoric Man' Local History Study
Razorbills 5 Razorbills 6	Come Fly With Me- America Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance. As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment. Concepts NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities A. To be able to locate North and Central America, including some of the different countries and states B. To know about the weather and climate of North and Central America To identify the famous landmarks of North America, both physical and human	Wars of the World- 'Wars, Past and Present' Extra-Curricular Links As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.

Summer Term 2025		
	Summer 1	Summer 2
Nursery	N1: Explore the environment in Spring- explore seasonal changes in their immediate environment Walk to the village and talk about key features observed <i>Explore and respond to different natural phenomena in their setting and on trips</i> N2: Talk about the differences in the environment through the winter and the changes they notice. Gain a knowledge of the nursery surroundings including where different resources are kept and the location of different areas of the school and grounds Visit Tregullas Farm and discuss key features <i>Begin to understand the need to respect and care for the natural environment</i>	N1: Explore the environment in the Summer- Walk to Tregullas Farm and talk about key features observed <i>Explore and respond to different natural phenomena in their setting and on trips (animals/farmland)</i> N2: Talk about the differences in the environment through Spring and the changes they notice Gain a knowledge of the nursery surroundings including the school buildings and grounds. Visit Tregullas Farm - discuss key features and changes <i>Begin to understand the need to respect and care for the natural environment</i>
Puffins R	<ul style="list-style-type: none">Draw information from a simple map	<ul style="list-style-type: none">Explore the natural world around them What on Earth...? <ul style="list-style-type: none">To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other thingsTo identify a range of things that are 'small', identifying things that are smaller than other things Key Vocabulary living, precious, gigantic, environment, building, city, mountain, skyscraper, tower
Puffins 1	North, South, East, West	What on Earth...?
Choughs 2		
Choughs 3 Choughs 4	Picture Our Planet- 'Scenes from Around the World' Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.	Viking Warrior- 'Ragnar Lothbrok'

	<p>Concepts</p> <p>NC - 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</p> <p>A. To know some key facts about Brazil / Scotland / Fiji</p> <p>B. To know some of the physical features of Brazil / Scotland / Fiji</p> <p>C. To know some of the human features of Brazil / Scotland / Fiji</p> <p>A. To understand some of the traditions and customs of Brazil / Scotland / Fiji</p> <p>To understand how Brazil / Scotland / Fiji is tackling conservation issues</p>	
<p>Razorbills 5</p> <p>Razorbills 6</p>	<p>Full of Beans- ‘Energy’</p> <p>Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country’s development (physical appearance through human influence) as a result of its natural resources.</p> <p>Concepts</p> <p>NC - To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <p>A. To learn about different types of beans</p> <p>B. To know how and where in the world beans are grown and how to plan an experiment to grow beans</p> <p>C. To know about different energy sources and where they come from</p> <p>D. To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source</p> <p>To learn how to save energy and understand the effect this will have on the environment (local / national / global level)</p>	<p>British Bulldog- ‘The Story of Winston Churchill’</p> <p>Local History Study</p>