

## Geography Long Term Plan 2025/26

	Autumn	Spring	Summer
<b>Year 1</b>	<b>What is it like here?</b> To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map. To investigate how we feel about our playground. To create a design to improve our playground.	<b>What is the weather like in the UK?</b> To locate the four countries of the UK. To identify seasonal changes in the UK. To identify four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season.	<b>What is it like to live in Shanghai?</b> To recognise physical and human features. To draw a sketch map. To name and locate some continents on a world map. To identify physical and human features of a non-European country. To describe what it is like in Shanghai. To compare Shanghai to a small area of the UK.
<b>Year 2</b>	<b>Would you prefer to live in a hot or cold place?</b> To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places.	<b>Why is our world wonderful?</b> To identify geographical characteristics of the UK. To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart.	<b>What is it like to live by the coast?</b> To locate the seas and oceans surrounding the UK. To explain what the coast is. To identify the physical features of the coast. To identify human features on the coast. To investigate how people use the local coast. To present findings on how people use the local coast.
<b>Year 3</b>	<b>Why do people live near volcanoes?</b> To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano.	<b>Who lives in Antarctica?</b> To understand the position and significance of line of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid reference to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points.	<b>Are all settlements the same?</b> To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are in particular locations. To describe how land in the local area has changed. To identify land use in New Delhi.

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	<p>To explain what earthquakes are and where they occur.</p> <p>To observe and record the location of rocks around the school ground and discuss findings.</p>	<p>To follow instructions involving compass points and map a simple route.</p>	<p>To compare land use in two different locations.</p>
<b>Year 4</b>	<p><b>Why are rainforests important to us?</b></p> <p>To describe and give example of a biome and find the location and some features of the Amazon rainforest.</p> <p>To describe the characteristics of each layer of a tropical rainforest.</p> <p>To understand the lives of indigenous peoples living in the Amazon rainforest.</p> <p>To describe why tropical rainforests are important and understand the threats to the Amazon.</p> <p>To understand how local woodland is used using a variety of data collection methods.</p> <p>To analyse and present findings on how local woodland is used.</p>	<p><b>Where does our food come from?</b></p> <p>To explain the impact of food choices on the environment.</p> <p>To understand the importance of trading responsibly.</p> <p>To describe the journey of a cocoa bean.</p> <p>To map and calculate the distance food has travelled.</p> <p>To design and use data collection methods to find where our food comes from.</p> <p>To discuss the advantages and disadvantages of buying both locally and imported food.</p>	<p><b>What are rivers and how are they used?</b></p> <p>To describe how the water cycle works.</p> <p>To recognise the features and courses of a river.</p> <p>To name and locate some of the world's longest rivers.</p> <p>To describe how rivers are used.</p> <p>To identify and locate human and physical features on a map.</p> <p>To collect data on the features of a local river.</p>
<b>Year 5</b>	<p><b>What is it like in the Alps?</b></p> <p>To locate the Alps on a map.</p> <p>To locate the key physical and human characteristics of the Alps.</p> <p>To describe the physical and human features of an Alpine region.</p> <p>To investigate what there is to do in the local area using data collection.</p> <p>To understand similarities and differences between the local area and an Alpine area.</p> <p>To understand the human and physical geography of the Alps.</p>	<p><b>Why do oceans matter?</b></p> <p>To explain the importance of our oceans.</p> <p>To locate and describe the significance of the Great Barrier Reef.</p> <p>To explain the impact humans have on coral reefs and oceans.</p> <p>To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</p> <p>To collect data on the types of litter polluting a marine environment.</p> <p>To present, analyse and evaluate data collection.</p>	<p><b>Would you like to live in the desert?</b></p> <p>To summarise the characteristics of a desert biome.</p> <p>To locate and explore features of deserts.</p> <p>To describe physical features of a desert environment.</p> <p>To explain the different ways humans can use deserts.</p> <p>To describe some of the threats of desert environments.</p> <p>To explore the similarities and differences between two physical environments.</p>

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<b>Year 6</b>	<p><b>Why does population change?</b></p> <p>To understand the change and disruption of the global population.</p> <p>To define birth and death rates and describe why they change.</p> <p>To recognise the push and pull factors influencing migration.</p> <p>To begin to understand the impact climate change can have on the global population.</p> <p>To collect data showing how population impacts the amount of traffic and litter in an area.</p> <p>To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</p>	<p><b>Where does our energy come from?</b></p> <p>To know why energy sources are important.</p> <p>To understand the benefits and drawbacks of different energy sources.</p> <p>To understand how energy is generated in the United States.</p> <p>To know how energy sources are distributed in an area.</p> <p>To explain reasons for choosing an energy source.</p> <p>To collect and present data on where to position a solar panel on the school grounds.</p>	<p><b>Can I carry out an independent fieldwork enquiry?</b></p> <p>To develop an enquiry question.</p> <p>To determine the most effective data collection methods for fieldwork.</p> <p>To plan a route for a fieldwork trip.</p> <p>To collect the data to answer the enquiry question.</p> <p>To determine an answer to the enquiry question.</p> <p>To present my findings.</p>
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