



This Long Term Plan consists substantive knowledge which provides children with the facts they need to learn such as location and physical knowledge and disciplinary knowledge such as map skills, fieldwork, similarities and differences, research and enquiry.

Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.

More vocabulary will be used and added to when the LTP is evaluated.

EYFS is not included due to EYFS having its own curriculum. However, children are assessed against the following criteria to ensure they are ready to access the year 1 curriculum:

School Based EYFS Assessment
I can tell you the name of the village where I live and explain where the shop and church is.
I can explain why we need shops, churches, petrol stations etc.
I can explain the features created by humans and those which are created by nature.
I can explain the type of house I live in.
I can explain how houses are different in different parts of the world
I can draw a simple map and say where the sea is on a big map.
I can talk about different types of weather.
I can name the seasons.



National curriculum Information

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



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KS1 NC Objective Pupils should be taught to Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple field work and obs to study geography of the school and its grounds and key human and physical features of its surrounding environment. 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 construct basic symbols and key of the school grounds. Use name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. 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 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.	What are we learning in Willow Class?					
	Locational Knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
	<p>Can describe places near the school.</p> <p>Know the names of the 4 countries that make up the UK.</p> <p>Know the name of and locate the 4 capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Know the name of the nearest town or city.</p> <p>Know and use the terminologies left and right, below, next to when locating countries on a map. (Such as Britain, Wales, Scotland, Wales, France for ex)</p> <p>Know their address including postcode.</p> <p>Understand that maps and globes are used to locate key places around the world. Identify where the United Kingdom and its countries are on the globe.</p>	<p>Know the names of the 3 main seas that surround the UK.</p> <p>Know and name the characteristics of the local area</p> <p>Know features of hot and cold places in the world</p> <p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know some of the characteristics associated with a coastal place in comparison to where they live by looking at their human & physical geography.</p> <p>Know terminology for different types of weather</p> <p>Comparing regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</p>	<p>Explain why they would wear different clothes at different times of the year.</p> <p>Know the four seasons and which is the hottest and coldest season in the UK</p> <p>Know and recognise main weather symbols</p> <p>Can explain what they might wear if they lived in a very hot or very cold place?</p> <p>Explain how jobs may differ in different locations.</p>	<p>Name the physical features of their own locality</p> <p>Describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>They can describe some features associated with an island.</p> <p>Know why we have different coloured bins</p>	<p>Can use compass points – north, south east and west</p> <p>Can find the school on a map</p> <p>Can name key features associated with a town/village.</p> <p>Name seasonal weather patterns.</p> <p>Recognise daily weather patterns.</p> <p>Understand why it is important for all streets to have a name, including post code</p> <p>Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. Constructing basic symbols and a key of the school grounds as part of their map.</p>	<p>Can label a diagram or photograph using geographical words to recognise landmarks</p> <p>Can find out about a locality using different sources</p> <p>Can find out about a locality by asking someone relevant questions.</p> <p>Be able to follow a simple road map and recognise key landmarks, such as a church</p> <p>Observe and record information about the local area, i.e. types of shops, bus stops etc.</p> <p>Take photographs of locally interesting geographical features</p>



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Tier 2 vocab (words more frequently used)	locality, river, environment, church, shop, pub, village hall, road, park, rubbish, litter, houses, farms, field, Hockwold, Brandon, Thetford, Feltwell, Weeting, Norwich, London	country, capital, hot, cold, ocean, sea, coast, beach, cliff, lighthouse, dunes, pier, promenade, dock, fishing, sunny, snow, thunder, lightning, rain, wind, cloudy, same, different, earth, globe, world	Like, dislike, spring, summer, autumn, winter, winter clothing, summer clothing	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, city, town, village, factory, farm, house, office, port, harbour and shop,	Left, right, forwards, backwards, map, compass, street, weather.	Label, diagram, photograph, chart, non-fiction, questions, answers, maps,
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	physical, human, England, Scotland, Wales, Ireland, Northern Ireland, UK, British Isles. North, South, East, West, postcode,	England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast, Ireland – Dublin, Pacific, Atlantic, India, Southern Ocean, Arctic, climate temperature, compare, continent	Fisherman, farmer, forester, shopkeeper, doctor, dentist, nurse, scientist, police, fire fighters, ski instruction, coastguard	Recycle, reuse, reduce, environment.	North, South, East, West, key, seasonal	Observe, record, locally, landmarks, sources.
Topics that these objectives can be taught in	All about me Pirates	All about me Pirates Go Wild Transport	Materials Transport Pirates All about me	Go Wild Pirates	Pirates All about me Transport	Go wild Pirates All about me

KS1 NC Objective Pupils should be taught to	What are we learning in Elm Class?					
	<u>Location knowledge</u>	<u>Place knowledge</u>	<u>Human Geography</u>	<u>Physical Geography</u>	<u>Geographical skills</u>	<u>Fieldwork</u>
Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river.	Name the 4 countries in the United Kingdom and the seas that surround it and find them on a map. Identify the characteristics of these 4 countries.	Can name features of their locality – church, farm, shop, house and compare to the non-European country using words such as mountain, sea, valley, vegetation, harbour, port, shop, weather etc.	Describe human features of their locality – what jobs do people have?	Appreciate what the weather may be like on different parts of the world and understand how that impacts on the way of life of different people	Can say what they like about their locality and ask questions about it.	Keep a weather chart
Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	Explain why so many important buildings are in London. Know which is N, E, S, W on a compass and use these and words such as near, far, left and	Find where they live on a map.	Know some of the advantages and disadvantages of living in a city or village	Can explain how the weather changes with each season.	Can sort things that they like and don't like	Village walk
Use simple field work and obs to study geography of the school and its grounds and key human and physical features of its surrounding environment.					Can ask questions about the weather.	Map the village looking at amenities.
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and					Can answer questions using	Locate the nearest town or city on map of the UK
						Study aerial photographs and use locational and



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<p>far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map and construct basic symbols and key of the school grounds.</p> <p>Use name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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.</p>	<p>right to describe some features on a map.</p> <p>Explain that Earth is a planet, and a globe represents what Earth is like, but on a map, it is a 2d version.</p> <p>Name the 7 continents of the world and find them on an atlas.</p> <p>Name the world's 5 oceans and find them on an atlas.</p> <p>Locate the non-European country they are studying and where it is in conjunction to the UK</p> <p>Name what they like/dislike about another locality.</p>	<p>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</p> <p>Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons</p>	<p>Name how people can spoil an area?</p> <p>How would people make an area better?</p>	<p>Can explain the main features of a hot and cold place.</p> <p>Can describe a place outside of Europe using geographical words</p> <p>Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</p>	<p>different resources – books, internet and atlas</p> <p>Use directional language to explain where a location is.</p> <p>Locate a number of cities on a map of the UK</p> <p>Make a model, using road strips and toy buildings that shows features in an area</p>	<p>directional language when doing so</p> <p>Use Google Earth to find features in their locality</p>
Tier 2 vocab (words more frequently used)	Continents oceans Globe Atlas	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, Physical, Man-made, similarities, differences.	City, town, village, factory, farm, house, office, port, harbour and shop	Season and weather, amenities, spring, summer, autumn, winter	Forwards, backwards, left, right, Atlas North, East, South, West	Winter Spring Summer Autumn Direction Temperature
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Asia, Africa, Europe, Antarctica, North/South America, Australasia, Atlantic, Pacific, Indian, Arctic, Southern	Humidity Contrast Temperature	Environment Advantages, disadvantages, locality	Vegetation, extreme weather, equator, north and south pole.	Features, cities, location, directional language.	Trend Statistics Precipitation Humidity Celsius Location, Amenities Ariel
Topics that these objectives can be taught in	Where in the World?	Hockwold and Beyond. Where in the World?	Hockwold and Beyond.	Where in the World? Hockwold and Beyond.	Where in the World? Hockwold and Beyond.	Hockwold and Beyond.



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KS2 NC Objectives Pupils should be taught to	What are we learning in Beech Cycle A?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>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.</p> <p>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.</p> <p>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).</p> <p>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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Know the names of and locate at least 4 European countries and their cities. Describe their key physical and human characteristics.</p> <p>Understand that countries have defined borders and that countries are run by a government or equivalent</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world.</p> <p>Know the difference between GB, The British Isles and the UK.</p> <p>Know & locate at least 8 counties and at least 6 cities in England.</p> <p>Know, name and locate the main rivers in the UK</p> <p>Know the names of 4 countries from the southern and 4 from</p>	<p>Name & locate counties and cities of the UK.</p> <p>Know the main differences between a rural & an urban location within the UK</p> <p>Name and locate the 4 countries and cities on a map/globe linked to topic.</p> <p>Know the names and features of the five climates</p> <p>Compare and contrast two regions within the UK that are very different begin to appreciate why physical and human features will be different in these places</p> <p>Research the similarities & differences between South America and the UK</p>	<p>Identify human characteristics of the counties and cities of the UK such as mountains, hills and how these have changed over time.</p> <p>Describe human features of 4 European countries and cities.</p> <p>Research why most cities are situated by rivers.</p> <p>Recognise the importance of ports and the role they play in distributing goods around the world.</p> <p>Recognise how human geographical features change over time</p> <p>Understand what is meant by being environmentally friendly</p>	<p>Identify physical characteristics of the counties and cities of the UK such as topographical features inc mountains, hills and how these have changed over time.</p> <p>Describe the physical features of 4 European countries and cities.</p> <p>Use maps and atlases appropriately using contents and indexes.</p> <p>Can use maps and atlases appropriately.</p> <p>Describe the main physical differences between cities and villages. Look at where vegetation belts are.</p> <p>Use appropriate symbols to represent different physical features on a map</p> <p>Know the names of a number of the</p>	<p>Use the correct geographical terms to describe a place and the events that happened there.</p> <p>Identify key features of a locality using maps.</p> <p>Talk about the features in their local environment and compare it with another they know</p> <p>Create a report after a fieldwork activity that focuses on geographical features observed</p> <p>Find the same place on a globe and a map</p>	<p>Keep a weather chart and find out how the weather is different in another country.</p> <p>Plot NSEW on a map</p> <p>Make accurate measurements of distances within 100km</p> <p>Use maps to locate world countries and capitals</p> <p>Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</p> <p>Use systematic sampling and data collecting as part of fieldwork activity</p> <p>Create sketches to help with field work related to a local river</p> <p>Create a sketch map when carrying out a field study</p>



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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.	the northern hemisphere		Understand how ideal settlements may have changed over time They can explain why people live in cities.	world's highest mountains Understand what is meant by environmentally friendly Label the different parts of a volcano		Use digital computer mapping to locate countries and features.
Tier 2 vocab (words more frequently used)	Europe, UK, The British Isles.	Climate Temperature Weather Settlement Compare	Features Rivers Trade Green energy Cities Ports	Symbols Cities Village Atlas	Grid reference, ordinance survey, report	Grid reference, ordinance survey, compass points, digital mapping
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Northern, Southern, hemisphere Borders, characteristics, physical, human.	European countries and their capitals: France – Paris, Spain – Madrid, Portugal – Lisbon, Norway – Oslo, Italy – Rome, Austria – Vienna, rural, urban, compare, contrast.	Settlement Eco Warrior Environmentally friendly.	Topographical Environmentally friendly	Globe, locality, compare.	Digital, sampling.
Topics that these objectives can be taught in	The UK & Beyond Pick a Feature	The UK & Beyond Pick a Feature	The UK & Beyond Pick a Feature	The UK & Beyond Pick a Feature	The UK & Beyond Pick a Feature	Covered across the Curriculum. Pick a Feature

KS2 NC Objectives Pupils should be taught to	What are we learning in Beech Class Cycle B?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
	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.	Know the names of and locate at least 4 different European countries and their cities. Know where the northern and southern	Name and locate places on a map/globe linked to the topic Name and locate the 4 different countries and cities on a map/globe linked to topic.	They can explain over time how a locality has changed due to human features Know that people's jobs are	Research why water is a valuable commodity Know and label the main features of a river Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and	They can accurately measure and collect information – rainfall, temperature, wind speed.



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<p>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).</p> <p>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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>	<p>hemisphere, equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.</p> <p>Know where the main mountain ranges are in the UK</p>	<p>Know at least five differences between living in the UK, North America and a European country</p> <p>Explain clearly the main differences between a village, town and city</p> <p>Know that climate and physical features has an important part to play when considering where and how people live</p> <p>Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</p>	<p>determined by where they live</p> <p>Understand some of the arguments put forward in relation to green energy</p> <p>Describe human features of 4 different European countries and cities.</p>	<p>Know the name of and locate a number of the world's longest rivers</p> <p>Know and explain the features of a water cycle</p> <p>Name and describe properties of the Earth's four layers</p> <p>Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.</p> <p>Describe the physical features of 4 different European countries and cities.</p>	<p>Southern hemisphere on both a world map and a globe</p> <p>Plan a journey within the UK, using a road map</p> <p>Explain what a place is like and why</p> <p>Collect information about a place and use it in a report.</p> <p>Know and name the 8 points on a compass.</p> <p>Understand and use 4 figure grid references</p>	<p>Make a model to show part of the local area, E.g. parks, shopping precinct, etc.</p> <p>Understand how to use four-figure grid references</p> <p>Create sketches to help with field work related to a mountainous area</p>
Tier 2 vocab (words more frequently used)	Europe Mountain range	Temperature Measurements Months, Height Distance, Length Cities	Green energy	Weather, climate	Grid reference, ordinance survey	Grid reference, ordinance survey, compass points, digital mapping,
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Tropic of Cancer Tropic of Capricorn Reformed Amalgamate Greenwich Meridian Equator	Comparison		Earth's layers Inner core Outer core Mantle Crust	Equator Northern hemisphere Southern hemisphere	



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	Northern hemisphere Southern hemisphere					
Topics that these objectives can be taught in	Pick a Feature	Stars & Stripes Pick a feature	Stars & stripes Pick a Feature	What does it Matter? Pick a Feature	Fascinating Field work	Fascinating Field Work

KS2 NC Objective Pupils should be taught: 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). 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. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	What are we learning in Oak Class Cycle A?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
	Know what is meant by the term 'tropics' Know the names and locations of a number of European capitals Plan a journey to a place in another part of the world, taking into account distance and time Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea and Suez Canal Appreciate that most countries have capital cities from where their government operates but these can sometime change.	Name and locate many of the world's most famous mountain regions on maps. Know and recognise many of Europe's key landmarks Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. Know key differences between living in the UK and in a country in South America and Europe.	Know about the key human and physical differences between living in the UK and a different European country List at least 3 reasons why people are attracted to living by rivers Explain why people may choose to live in one place rather than another Know the term 'fair trade' and its implications on the lives of so many people. Understand the issues associated with Fair Trade. Give extended descriptions of the human features of different places around the world.	Explain why many cities of the world are situated by rivers Label layers of a rainforest and know what deforestation is Know about the positive and negative features of plastic Know why ports are important for world trade Understand why their village exists Explain why water is such a valuable commodity Give extended descriptions of the physical features of different places around the world.	Recognise Ordnance Survey symbols and know what they stand for. Recognise most of the symbols used on a UK road map, including status of roads Use graphs to record features such as temperature or rainfall across the world Use appropriate special language when giving directions Use GPS to locate physical features in the surrounding area.	Make detailed sketches and plans improving accuracy later Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels, etc.). Carry out tests over time, evaluate changes and consolidate their understanding Use maps, aerial photos, plans and web resources to describe a locality Use 6 figure grid references to build knowledge of the UK and the wider world. Use 8 points of a compass to build



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<p>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.</p> <p>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.</p>						knowledge of the UK and wider world.
Tier 2 vocab (words more frequently used)	Grid reference, ordnance survey, compass points, digital mapping, Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Location, South America, North America, Europe, Rocky Mountains	Rivers, valuable commodity, human and physical differences	biomes and vegetation belts, rivers, mountains, ports, and the water cycle. Rainforest layers	Grid reference, ordnance survey, compass points, digital mapping, temperature, rainfall, symbols	Fieldwork
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Mountain regions: Alps: Mount Blanc, K2, Eiger Everest Andes	Fair Trade, biomes	Topographical features, Deforestation, commodity	GPS: Global Positioning system	Digimaps, locality
Topics that these objectives can be taught in	Location, Location, Location. World War 1 and 2 Pick a Feature	Location, Location, Location. World War 1 and 2 Earth and Space Pick a Feature	Location, Location, Location. Pick a Feature	Location, Location, Location. Pick a Feature	Location, Location, Location. Pick a Feature	Location, Location, Location Pick a Feature



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KS2 NC Objective Pupils should be taught to	What are we learning in Oak Class Cycle B?					
	Location knowledge	Place knowledge	Human Geography	Physical Geography	Geographical skills	Fieldwork
<p>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.</p> <p>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.</p> <p>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).</p> <p>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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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.</p>	<p>Explain how time zones work and work out differences</p> <p>Know what is meant by latitude and longitude</p> <p>Know the names of and locate a number of South or North American countries</p> <p>Know where countries in the British commonwealth are</p> <p>Appreciate how there has been changes to many countries in the world, including a change in names</p>	<p>Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly</p> <p>Know how a continent's climate can vary and impact on people's lives</p> <p>Know the names and features of biomes eg. desert, aquatic (freshwater & marine), tundra, grassland, forest and (emphasis on Tundra during Amazing Antarctica)</p> <p>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</p> <p>Name and locate the world's major rivers on a map.</p>	<p>Give extended descriptions of the human features of different places around the world.</p> <p>Know about climate change and its potential impact on our lives</p> <p>Understand the consequence of ignoring climate</p> <p>Know how the lives of children vary across the world</p> <p>Reflect on the key changes that have occurred in buildings, trade and population change</p> <p>Recognise the importance of ports and the role they play in</p>	<p>Give extended descriptions of the physical features of different places around the world.</p> <p>Know the names of and locate some of the world's deserts</p> <p>Know why industry is important to the world</p> <p>They describe how volcanoes are created.</p> <p>Locate and name some of the world's most famous volcanoes.</p> <p>Describe how earthquakes are created</p> <p>Know the names and locate some</p>	<p>Recognise key symbols used on an ordinance survey map.</p> <p>Answer their own geographical; questions.</p> <p>To review, apply and consider next steps as a result of their geographical enquiry</p> <p>Create journey booklets, to include maps, sketches and samples to capture what a place is like</p> <p>Recognise Ordnance Survey symbols and know what they stand for; and 6 figure grid references.</p> <p>Map land use according to their own criteria</p>	<p>Use an OS map to answer questions</p> <p>Make careful measurements and use data</p> <p>Map land use</p> <p>Make detailed plans and sketches improving their accuracy later</p> <p>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Understand how to use digimaps</p> <p>Be familiar with topographical maps and know about contours, etc</p> <p>Set up a geographical fieldwork enquiry, starting with a hypothesis</p> <p>Choose the best way to collect information needed and decide the most</p>



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<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>		<p>Know and recognise the physical conditions necessary for the creation of different biomes</p> <p>Contrast the main features found in two different biomes: forest and grassland</p>	<p>distributing goods around the world</p> <p>Know what is meant by biomes and what are the features of a specific biome</p>	<p>of the world's deserts.</p> <p>Explain the importance of biomes – how they influence the plant and animal life that live in them.</p>		<p>appropriate units of measure.</p>
Tier 2 vocab (words more frequently used)	Grid reference, ordinance survey, compass points, digital mapping, Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle.	Location North pole South pole	Human features, population	Vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Grid reference, ordinance survey, compass points, digital mapping, sketches	Contours, enquiry, hypothesis, Google Earth
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Prime/Greenwich Meridian and time zones,	Mountain regions: Alps: Mount Blanc, K2, Eiger Everest Rocky Mountains Andes Biomes Continents Climate	Silk Road Biome, climate	Topographical features, biomes		
Topics that these objectives can be taught in	Amazing Antarctica Pick a Feature	Amazing Antarctica Beautiful Biomes	Beautiful Biome Pick a Feature	Beautiful Biomes Pick a Feature	Amazing Antarctica Pick a Feature	Amazing Antarctica Pick a Feature



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Pick a Feature Weekly Sessions

	Willow	Elm	Beech A	Beech B	Oak A	Oak B
1	England	England	England	North America	Iraq	USA
2	Scotland	Scotland	Caribbean	Antarctica	Brazil	China
3	Wales	Ireland	Australia	Arctic	Peru	Jordan
4	Ireland	Wales	Arctic	Egypt	Madagascar	Lebanon
5	France	Australia	Antarctica	Canada	Tanzania	Palestine
6	Italy	Brazil	Russia	Alaska	Caribbean	Artic
7	Spain	Peru	China	Russia	China	Falkland Islands
8	USA	Italy	Kenya	Finland	Kenya	Argentina
9	Arctic	Madagascar	Mexico	Iceland	Mexico	Brazil
10	Germany	Arctic	France	Greenland	Greece	Botswana
11	Address	Antarctica	Italy	India	Columbia	Chile
12	Physical features of the local area	Tanzania	Spain	Pakistan	Britain	Mozambique
13	Human features of the local area	India	Greece	Iran	Germany	Namibia
14	Antarctica	London Landmarks	Vegetation belts	USA	Belgium	Paraguay
15	Caribbean	Identify the name of each season.	What causes a volcano and labelling one	Countries that have reformed, why & how?	Japan	South Africa
16	Kenya	Name the five oceans.	What causes an earthquake	Know where the main mountain ranges are in the UK	Poland	India
17	Weather (types)	Locate the compass points on a compass.	What a Tsunami is	Location of the equator – what the equator is and how we use that to find the Tropic of Capricorn and Cancer.	Switzerland	Bangladesh
18	Coast	Locate and discuss the Equator.	What is meant by environmentally friendly?	Features of a city.	Norway	UEA
19	Autumn	Norwich	British Isles	Greenwich meridian.	Italy and Sicily	Saudi Arabia
20	Winter	Cambridge	Amazon River	Features of a town.	Malta	Himalayas
21	Spring	Manchester	Amsterdam – why is it built by a river?	Climates in the UK.	Canada	Rocky Mountains
22	Summer	Edinburgh	Northern Hemisphere countries	Planning a journey using road maps.	Indonesia	Appalachian Mountains



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23	Compass	Birmingham	Look at maps and plotting NSEW compass points on them.	Features of a river.	The Alps	They describe how volcanoes are created. Locate and name some of the world's most famous volcanoes. The Ring of Fire (volcanos)
24	UK	Cardiff	River Nile	Features of a village.	The Andes	Describe how earthquakes are created
25	Oceans	Plymouth	Venice – why is it built by a river?	Naming and placing the 8 points on a compass and finding places e.g NW of Hockwold.	The Pyrenees	Know why industry is important to the world
26	Seasons	Glasgow	Southern Hemisphere countries	Lisbon	Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea and Suez Canal	Know where countries in the British commonwealth are
27	Hot Countries	Name the 7 continents.	Comparing the river Thames, Severn and Wye.	Copenhagen	Know and recognise many of Europe's key landmarks	Appreciate how there has been changes to many countries in the world, including a change in names
28	Cold Countries	Differences between Hockwold and Cornwall.	Comparing the climates in varying countries linked to equator and hemispheres.	Rome	Tropic of Cancer Tropic of Capricorn	Time zones
29	Continents	Types of jobs you will find in London compared to Hockwold and or Cornwall.	Looking at large cities around the world that rely heavily on their port trade.	Why the climates in Europe are so vast.	Know the names and locations of a number of European capitals	6 figure grid reference
30	Weather	Knowing where these photos come from: Eiffel Tower, Big Ben, Pyramids, Statue of Liberty, Leaning Tower of	Finding countries in an atlas based on the continent they are in.	Changes in places and this looks over time.	Discuss the Arctic and Antarctic circle	Reflect on the key changes that have occurred in buildings, trade and population change



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		Pisa, Taj Mahal, Sydney Opera House, Mount Rushmore, The Brandenburg Gate, Easter Island, Buckingham Palace, Niagara Falls				Recognise the importance of ports and the role they play in distributing goods around the world
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Y1	Progression/Assessment Criteria – Powerful knowledge and Skills
	I can use geographical vocabulary to describe to key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean and river, city, town, village, factory, farm, house, office, port, harbour and shop.
	I can name compass directions north, south, east and west.
	I can make simple maps and plans and use directional language; near, far, left and right.
	I can label a diagram and a photograph using geographical language.
	I can name my nearest town and use a map and/or a globe to locate the UK
	I can name the 4 countries, their capital cities and the 3 seas around the UK
	I can name a hot and a cold place and say why people wear different clothes in these localities.
	I can say what I like and dislike about a locality.
	I can identify seasonal weather patterns in the UK.

Y2	Progression/Assessment Criteria – Powerful knowledge and skills
	I can name geographical features within my locality church, farm, shop, and house.
	I can use compass directions NSEW and directional language to explain where a location is.
	I can express own views about how people affect the environment, e.g. litter, pollution, busy roads.
	I can say what the differences are between human and physical geography and give examples based on my area.
	I can make simple maps using a key
	I can ask questions about the weather and keep a simple weather chart.
	I can locate the approximate location of Hockwold on a map and I know my address (inc postcode) and find where I live on a map.
	I can name a hot place/cold place and find them on a globe, explaining a feature about it.
	I can name and locate the 7 continents and the 5 oceans of the world.
	I can use Google Earth to find features in my locality.
	I can identify daily weather patterns in the UK e.g. rain, sun, snow; comparing one day to another or one place in UK to another on a map

Y3	Progression/Assessment Criteria – Powerful knowledge and skills
	I can use physical and human geographical vocabulary to describe a locality.
	I can explain what being environmentally friendly means



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	I can locate European countries on a map/globe.
	I can use compass directions (NSEW) to describe location of features and routes on a map.
	I can use symbols and keys to locate topographical features on ordinance survey maps
	I can use a 4-figure grid reference and OS symbols in map work.
	I can explain what the Northern and Southern Hemispheres are.
	I can name and locate 8 counties & 6 cities in England.
	I can name European capitals.
	I can discuss why most towns are situated by a river and how this affects how goods are transported around the world.
	I can name and locate the main rivers of the UK.
	I can keep a weather chart for another country.

Yr4	Progression/Assessment Criteria – Powerful knowledge and skills
	I can name and describe properties of the Earth's 4 layers.
	I can use 8 compass directions N NE NW S SE SW E W
	I can contrast similarities and differences in human features between UK and a different locality.
	I can use fieldwork to observe and record features in the local area including sketch maps and graphs.
	I can collect information – rainfall, temperature and wind speed.
	I can name and locate the 9 geographical regions of England.
	I can describe the physical differences between villages and cities.
	I can name countries in the Northern and Southern hemisphere.
	I can describe aspects of land use and settlement.
	I can explain the water cycle and why water is important.
	I can explain how a locality can change due to human features.
	I can label the main features of a river.

Y5	Progression/Assessment Criteria – Powerful knowledge and skills
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	I can name and locate a number of European capital cities
	I can explain, name and locate the Tropics of Cancer and Capricorn and show awareness of their significance.
	I can contrast similarities and differences in physical features between UK and a region of a European Country
	I can use fieldwork to observe and record and measure features in the local area including sketch maps, plans, graphs and digital technologies
	I can collect and measure accurately information linked to rainfall, wind speed and temperature.
	I can locate volcanoes and mountain regions on a map and globe.
	I can locate Europe (inc Europe's key landmarks) on a map, globe and atlas
	I can name 6 biomes and their features.
	I can explain some aspects of land use, economic activity and trade links and how this changes overtime.
	I can describe how earthquakes are created.

Y6	Progression/Assessment Criteria – Powerful knowledge and skills
	I can explain what the term Fairtrade means
	I can contrast similarities and differences in human features between UK and a region of a European Country
	I can understand and explain the term longitude and relate to understanding of time zones
	I can use a 6-figure grid reference.
	I can use OS symbols and know what they stand for.
	I can locate countries in Europe using maps, globes, atlases; identifying significant human features e.g. cities
	I can look at and comment upon land usage.
	I can name and locate key seas across the world inc Mediterranean and the Suez Canal
	I can explain some aspects of distribution of natural resources e.g. energy, food, water supply.
	I can explain the water cycle and its function in the environment.



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