



**St Peter's CE Primary Academy**  
**Geography Long Term Plan EYFS – Year 6**



Term	Geography strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 2	Locational knowledge	<b>What are the significant features of our learning environment?</b>	<b>What are the significant features of our school?</b>	<b>What are the human and physical features of our town?</b>	<b>Why do people choose to settle in urban towns or rural villages?</b>	<b>How does our location impact on land use?</b>	<b>How do mountains influence tourism?</b>	<b>What makes the USA attractive to tourists?</b>
		<p><u>Core knowledge:</u>            * The learning environment is made up of all the spaces where we play, explore, and learn            * Different areas in the environment have different purposes            * The environment is designed to help us learn new skills, make choices, and be independent.</p> <p><b>Links to Development Matters through the EYFS long term curriculum plans.</b></p>	<p><u>Core knowledge:</u>            * A place is an area or location that can be named and described            * Features are things you can see or find in a place            Two types of features: physical and human            * Know that different features have different purposes.            * Describe how to get to a particular feature and how to locate it            * Know how maps help us find features in a place            * Maps are a representation of a place</p>	<p><u>Core knowledge:</u>            * Identify Cleethorpes as the town where their school is located            * Know that Cleethorpes is a coastal town in North East Lincolnshire            * Recognise that towns have special features that make them different from other places            * Identify and name significant human and physical features of Cleethorpes            * Describe how different features have different uses</p>	<p><u>Core knowledge:</u>            * A settlement is a place where people live and work            * Settlements can be urban or rural            Settlements vary in size, population and services            * Describe characteristics of rural areas and urban            * Know what human and physical features attract people to different settlements</p>	<p><u>Core knowledge:</u>            * Explain what land use means and name different ways land is used            * Identify physical features of a place and explain how they affect land use            * Explain how human features influence how land is used            * Use maps, aerial photographs and keys to identify different types of land use            * Compare land use in two different locations            * Explain why land use choices may change and why some uses can cause conflict</p>	<p><u>Core knowledge:</u>            * Know how mountains are formed            * Identify key features of mountain landscapes            * Explain why mountains attract tourists            * Describe different types of tourism in the mountains            * Explain the benefits that tourism brings to mountain regions            * Explain the problems tourism can bring to mountain regions</p>	<p><u>Core knowledge:</u>            * The USA is a large and diverse country            * Physical geography makes the USA attractive to tourists            * Human geography makes the USA attractive to tourists            * Climate influences tourism in the USA            * Tourism brings benefits and challenges            * Tourism needs to be managed sustainably</p>

		<p><u>Key vocabulary:</u>  <b>Environment</b>  <b>Indoors / Outdoors</b>  <b>Area / Space</b>  <b>Zone</b>  <b>Setting</b>  <b>Display</b>  <b>Resources</b>  <b>Equipment</b></p>	<p><u>Key vocabulary:</u>  <b>Place</b>  <b>Feature</b>  <b>Physical</b>  <b>Human</b>  <b>School</b>  <b>Environment</b>  <b>Map</b>  <b>Next to</b>  <b>Far/Near</b></p>	<p><u>Key vocabulary:</u>  <b>Town</b>  <b>Coast</b>  <b>Beach</b>  <b>Harbour</b>  <b>Seafront</b>  <b>Pier</b>  <b>Physical/Human feature</b>  <b>Map</b>  <b>Key</b></p>	<p><u>Key vocabulary:</u>  <b>Rural</b>  <b>Urban</b>  <b>Settlement</b>  <b>Town</b>  <b>Village</b>  <b>Population</b>  <b>Transport</b>  <b>Services</b>  <b>Features</b>  <b>Land Use</b></p>	<p><u>Key vocabulary:</u>  <b>Land Use</b>  <b>Agriculture</b>  <b>Industry</b>  <b>Residential</b>  <b>Commercial</b>  <b>Location</b></p>	<p><u>Key vocabulary:</u>  <b>Mountain</b>  <b>Peak</b>  <b>Slope</b>  <b>Valley</b>  <b>Range</b>  <b>Glacier</b>  <b>Tectonic Plates</b>  <b>Volcanic</b>  <b>Tourism</b>  <b>Resort</b>  <b>Attraction</b></p>	<p><u>Key vocabulary:</u>  <b>North America</b>  <b>Border</b>  <b>State</b>  <b>National Park</b>  <b>Coastline</b>  <b>Climate</b>  <b>Skyscraper</b>  <b>Economy</b>  <b>Sustainability</b></p>
		<p><u>Why this, why now?</u>  As children enter EYFS they will be provided with opportunities to familiarise themselves with their classroom and the school to develop their sense of belonging, independence and understanding of their immediate surroundings.</p>	<p><u>Why this, why now?</u>  In Year 1 children will begin to explore maps and create their own. They will begin to use positional and locational language and skills, and read simple maps.</p>	<p><u>Why this, why now?</u>  This unit builds pupils' understanding of place by focusing on their immediate locality – Cleethorpes. At Year 2, children are developmentally ready to move beyond familiar spaces within school (Year 1) and begin to explore the wider community in which they live. Using the local area ensures geography is concrete, relevant and purposeful.</p>	<p><u>Why this, why now?</u>  This unit introduces pupils to the geographical concept of settlement and explores why people choose to live in different places. It provides a strong conceptual foundation for later learning about population, land use, economic activity and urbanisation.</p>	<p><u>Why this, why now?</u>  This unit builds on pupils' prior learning about settlements by deepening their understanding of how location influences how land is used. In Year 4, pupils are ready to move from describing places to explaining patterns and reasons, linking physical features and human activity. This unit pupils for later KS2 learning about economic activity, urbanisation and sustainability.</p>	<p><u>Why this, why now?</u>  This unit builds on pupils' prior learning about physical features and tourism by exploring how mountain environments influence human activity. Pupils begin to explore complex cause-and-effect relationships, including how landscapes shape economic opportunities and environmental challenges whilst introducing sustainability in preparation for Year 6.</p>	<p><u>Why this, why now?</u>  This unit builds on pupils' prior learning about tourism and physical and human geography by applying it to a large, globally significant country. Pupils learn how location, climate and landscapes interact with human activity to influence tourism. This will prepare them for KS3 geography where they will explore global patterns, economic activity and sustainability in more depth.</p>
		<p>Fieldwork:  Photography</p>	<p>Fieldwork:  Sketch and annotate</p>	<p>Fieldwork:  Photography</p>	<p>Fieldwork:  Data logging, interview, questionnaire</p>	<p>Fieldwork:  Aerial images, transect</p>		

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Spring Term 4	Physical features of the wider world	<b>How do people celebrate around the world?</b>	<b>What human and physical features make London unique?</b>	<b>How do Cleethorpes and Malaga compare?</b>	<b>What is the rainforest like?</b>	<b>What are some significant rivers in the world, and what are they used for?</b>	<b>What is climate change?</b>	<b>What can we do to protect our planet?</b>
		<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>The world is made up of many different countries.</li> <li>People live in different places and have different traditions.</li> <li>Celebrations can look different depending on where people live.</li> <li>Maps and globes help us see where countries are.</li> </ul> <p><b>Links to Development Matters through the EYFS long term curriculum plans.</b></p>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>A city is a large place where many people live and work.</li> <li>London is the capital city of the United Kingdom.</li> <li>London has human features (made by people) and physical features (natural).</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>Name Cleethorpes as a UK seaside town and Málaga as a Spanish coastal city.</li> <li>Identify human and physical features in both places.</li> <li>Describe similarities and differences between the two locations.</li> <li>Explain how climate affects what people do in each place.</li> <li>Use maps to locate both places and talk about their countries and seas.</li> <li>Use simple geographical vocabulary accurately.</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>Describe what the rainforest climate is like.</li> <li>Name and explain the four layers of the rainforest.</li> <li>Locate major rainforest regions on a world map.</li> <li>Give examples of plant and animal adaptations.</li> <li>Explain why rainforests are important.</li> <li>Describe how human activity affects rainforests.</li> <li>Compare a rainforest to the UK environment.</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>Name and locate several major world rivers.</li> <li>Describe key river features (source, mouth, tributary, meander).</li> <li>Explain how rivers are used by people.</li> <li>Compare rivers in different parts of the world.</li> <li>Describe how human activity affects rivers.</li> <li>Use maps and atlases to find rivers and their countries</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>Explain what climate change is and why it is happening.</li> <li>Describe the greenhouse effect in simple terms.</li> <li>Identify human activities that contribute to climate change.</li> <li>Give examples of evidence for climate change.</li> <li>Describe how climate change affects people, places, and ecosystems.</li> <li>Suggest ways to reduce and adapt to climate change.</li> <li>Use maps and data to investigate climate patterns and impacts.</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>Explain major environmental issues and their causes.</li> <li>Describe how climate change, pollution, and deforestation affect people and places.</li> <li>Suggest practical ways individuals, communities, and countries can protect the planet.</li> <li>Understand the difference between renewable and non-renewable energy.</li> <li>Use maps and data to investigate environmental patterns.</li> <li>Evaluate how sustainable different actions are.</li> <li>Recognise that protecting the planet requires global cooperation and local action.</li> </ul>
		<p><u>Key vocabulary:</u></p> <p><b>Festival Celebration Decorations Culture</b></p>	<p><u>Key vocabulary:</u></p> <p><b>Human feature Physical feature River Thames Buckingham Palace Hyde Park</b></p>	<p><u>Key vocabulary:</u></p> <p><b>Coast, beach, climate, country, continent, harbour, tourist, human feature, physical feature, map, compass, temperature.</b></p>	<p><u>Key vocabulary:</u></p> <p><b>Biome Equator Climate Canopy Biodiversity Deforestation Humidity Adaptation</b></p>	<p><u>Key vocabulary:</u></p> <p><b>River Source Mouth Tributary Delta Ecosystem Pollution Hydroelectric Power</b></p>	<p><u>Key vocabulary:</u></p> <p><b>Climate Greenhouse gas Fossil fuel Deforestation Mitigation Emissions Adaptation Renewable energy</b></p>	<p><u>Key vocabulary:</u></p> <p><b>Sustainability Renewable energy Pollution Biodiversity Ecosystem Carbon footprint Conservation Climate change</b></p>

		<p><u>Why this, why now?</u> Children in EYFS will begin to explore the world around them; they will begin to learn about different cultures as they explore the world using celebrations and festivals which are similar to their own experiences and ones that are different.</p>	<p><u>Why this, why now?</u> In this unit children will begin to develop map skills and understand that places can be seen from different perspectives. Children will begin to develop observational skills and use directional language.</p>	<p><u>Why this, why now?</u> In Year 2 children will build on knowledge from Y1 as they begin to compare two contrasting localities. They will use knowledge of their own home and compare to another coastal resort with a different climate and physical and human features.</p>	<p><u>Why this, why now?</u> Children will begin to explore a more diverse ecosystem and investigate what makes the rainforest special and important for the earth's climate.</p>	<p><u>Why this, why now?</u> In Year 4 children will broaden their knowledge of rivers, beyond the one they live alongside. They will learn about the uses of rivers, the differences between rivers around the world and start to investigate how rivers can be used for power ready for learning in UKS2.</p>	<p><u>Why this, why now?</u> Children will now begin to learn about climate change and the impact of this on the world around them. They will understand the reasons for climate change which will lead into their learning in Year 6.</p>	<p><u>Why this, why now?</u> As the children enter Year 6 they will develop their knowledge from Year 5 and begin to consider ways in which we can fight against climate change and protect our planet, enabling them to develop as global citizens.</p>
								<p>Fieldwork: Respond and make suggestions, interview, questionnaire</p>

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Summer Term 6	Map skills, geographical knowledge	How does the weather change through the year?	How do the features of our environment let us know that Summer is coming?	How do England and Kenya compare?	How do volcanoes form and what impact do they have?	What other energy sources can we find?	How could the deforestation of the Amazon impact our world?	
		<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>* Talk about different types of weather</li> <li>* Name the four seasons</li> <li>* Describe weather at different times of the year</li> <li>* Explain how the weather affects what we wear and do</li> <li>* Observe and talk about weather changes</li> </ul> <p><b>Links to Development Matters through the EYFS long term curriculum plans.</b></p>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>* Describe changes we see when Summer is coming</li> <li>* Name features of the environment that change when Summer is coming</li> <li>* Describe what Summer weather is like</li> <li>* Explain changes in the environment</li> <li>* Describe how Summer affects people and animals</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>* England is part of the UK in Europe</li> <li>* Kenya is part of Africa</li> <li>* Describe the climate in England and in Kenya</li> <li>* Talk about similarities and differences in the two countries</li> <li>* Compare animals that live in both countries</li> <li>* Compare London and Nairobi</li> <li>* Compare Cleethorpes and Diani beach resort</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>* Know what a volcano is</li> <li>* Know how a volcano is formed</li> <li>* Name the parts of a volcano</li> <li>* Locate where volcanoes are found</li> <li>* Know types of volcanic activity</li> <li>* Positive and negative impacts of volcanoes</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>* Explain what an energy source is and why people need energy</li> <li>* Name and describe different renewable energy sources</li> <li>* Explain how the location of a place affects the type of energy that can be used there</li> <li>* Compare renewable and non-renewable energy sources</li> <li>* Explain some advantages and disadvantages of different energy sources</li> <li>* Explain why renewable energy is important for the future</li> </ul>	<p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>* The Amazon rainforest is a globally significant place</li> <li>* What deforestation is and why it happens</li> <li>* The Amazon plays an important role in the Earth's climate</li> <li>* The Amazon is vital for wildlife and ecosystems</li> <li>* Deforestation impacts people both locally and globally</li> <li>* The Amazon needs to be managed sustainably</li> </ul>	
		<p><u>Key vocabulary:</u></p> <p><b>Weather</b> Sunny Rainy Windy Cloudy Spring Summer Autumn Winter Season</p>	<p><u>Key vocabulary:</u></p> <p><b>Season</b> Summer Change Hot Warm Environment</p>	<p><u>Key vocabulary:</u></p> <p><b>Country</b> Continent England Kenya Africa Europe Weather Climate Savanna</p>	<p><u>Key vocabulary:</u></p> <p><b>Volcano</b> Eruption Magma Lava Ash Crater Vent Tectonic Plates Active Dormant</p>	<p><u>Key vocabulary:</u></p> <p><b>Renewable energy</b> Wind power Solar power Hydro-electricity Fossil fuels</p>	<p><u>Key vocabulary:</u></p> <p><b>Rainforest</b> Deforestation South America Biodiversity Ecosystem Habitat Sustainability Conservation</p>	

		<p><u>Why this, why now?</u> This unit helps children make sense of the world around them by noticing and talking about everyday weather and seasonal changes. This now supports their ability to describe change over time, develop vocabulary, and understand how weather affects their daily lives. It provides a foundation for later geography and science learning.</p>	<p><u>Why this, why now?</u> This unit helps Year 1 pupils understand geography through close observation of their immediate environment. Learning builds on EYFS seasonal knowledge and supports pupils in noticing and describing changes over time using geographical vocabulary, laying foundations for later work on weather, climate and environments.</p>	<p><u>Why this, why now?</u> This unit builds on pupils' developing understanding of their local area by introducing them to contrasting countries beyond the UK. Teaching this unit now helps pupils develop early global awareness, broaden their understanding of the world, and prepare for KS2 geography, where they will study places in greater depth and complexity.</p>	<p><u>Why this, why now?</u> This unit introduces pupils to powerful natural processes and helps them understand how the Earth is constantly changing. Learning about volcanoes now strengthens cause-and-effect reasoning, builds subject vocabulary, and prepares pupils for later KS2 learning about physical geography, natural hazards and sustainability.</p>	<p><u>Why this, why now?</u> This unit builds on pupils' growing understanding of human activity and land use by exploring how different places produce energy. Pupils begin to consider <b>global challenges</b>, make comparisons, and understand how choices affect the environment.</p>	<p><u>Why this, why now?</u> This unit builds on pupils' understanding of physical environments and human activity by examining how local actions can have global consequences. Teaching this unit now deepens pupils' global awareness, strengthens geographical reasoning, and prepares them for later learning about climate change, resource use and responsibility in KS3.</p>	
		<p>Fieldwork: Sketch and annotate</p>	<p>Fieldwork: Photos, sound recording</p>					