



Geography Long Term Planning

EYFS FRAMEWORK

Understanding the world

0-3

Explore natural materials indoors and outdoors

Explore and respond to different natural phenomena in their setting and on trips.

Geography			
Three and Four-Year-Olds	Mathematics		- Understand position through words alone. For example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		- Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		- Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live.
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.
		The Natural World	- 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.

Year 1 - 2026/27	Autumn	Spring – TRIP SOUTHSEA BEACH	Summer
Content:	The UK	Human and Physical Features	Around the World
Substantive Knowledge:	Locational Knowledge: - Name and locate the four countries of the United Kingdom.	Place Knowledge: - Study the Human and Physical geography of a small area of the United Kingdom (England - Portsmouth).	Locational Knowledge: - Name and locate the world's seven continents.
	Human and Physical Geography: - Identify seasonal and daily weather patterns in the United Kingdom throughout the year (Science link).	Human and Physical Geography: - Introduce key Human and Physical vocabulary (city, town, village, factory, farm, house and beach, cliff, coast, forest, hill, mountain, sea, ocean, river)	Human and Physical Geography: - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles on a world map.
Geographical skills and fieldwork:	- Use world maps atlases and globes to identify the United Kingdom and its countries.	- Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key Human and Physical features of its surrounding environment (Southsea Beach).	- Use world maps atlases and globes to identify the United Kingdom and its countries.

Vocabulary:	UK England Scotland Wales Northern Ireland Map Globe Weather Season Spring Summer Autumn Winter	City Town Village House Factory Farm Beach Cliff Coast Forest Hill Mountain Sea Ocean River Portsmouth Southsea Beach School Grounds	Continent Africa Asia Europe North America South America Australia Antarctica Equator North Pole South Pole Hot Cold Map Globe UK
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Year 2	Autumn	Spring – TRIP PORT SOLENT	Summer
Content:	The World and its Oceans	Unfamiliar Human and Physical Features	The UK and its Seas
Substantive Knowledge:	Locational Knowledge: - Name and locate the world's seven continents and five oceans.	Place Knowledge: - Understand geographical similarities and differences through studying the Human and Physical geography of Portsmouth and a small area of contrasting non – European country (Kenya).	Locational Knowledge: - Identify characteristics of the countries within the United Kingdom and their surrounding seas.
		Human and Physical Geography: - Introduce more unfamiliar Human and Physical vocabulary (office, port, harbour, shop etc and river, soil, valley, vegetation, season and weather)	
Geographical skills and fieldwork:	- 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 the school and its grounds and the key Human and Physical features of its	- 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.

		surrounding environment (Port Solent – unfamiliar features).	
Vocabulary:	Continent Africa Asia Europe North America South America Australia Antarctica Ocean Atlantic Pacific Indian Southern Arctic North South East West Near Far Left Right Map Globe	Portsmouth Kenya Human features Office Port Harbour Shop Physical features River Soil Valley Vegetation Season Weather Map Key Symbol Landmark Aerial photo Fieldwork Observation	United Kingdom (UK) England Scotland Wales Northern Ireland Sea North Sea Irish Sea English Channel Atlantic Ocean North South East West Near Far Left Right Map Globe

Year 4	Autumn	Spring – TRIP (Farm comparison modern - Saxon)	Summer
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Content:	Climates and areas of similar environmental regions Lesson 1 – Equator and Hemispheres Lesson 2 – Tropics Lesson 3 – Climate Zones Lesson 4 – Biomes Lesson 5 – Vegetation belts Lesson 6 - Locate areas of similar environmental regions?	Settlements human geography linked to history (Saxons) Lesson 1 – What is Human Geography Lesson 2 – Settlements today (sticky knowledge) Lesson 3 – Settlements in Saxons Lesson 4 – Human and physical features of a Saxon settlement (sticky knowledge) Lesson 5 – modern farming settlements (trip) Lesson 6 – compare modern farming settlements to Saxon.	Comparison of human and physical geography – UK European and non-European
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Substantive Knowledge:	Locational Knowledge: - Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. - Locate areas of similar environmental regions of either desert, rainforest or temperate regions on a world map. (Teach areas within the climate zones lessons) Human and Physical Geography: - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts (general over view and focus for the unit). Climate zones = The Earth's weather clothes Biomes = Nature's neighborhoods with special weather, plants, and animals Vegetation belts = Stripes across the world showing where different plants grow	Human and Physical Geography: - Describe and understand key aspects of human geography including types of settlements in modern Britain linked to History (Saxons)	Place Knowledge: - Understand geographical similarities/ differences through studying the human and physical geography of Portsmouth, a region of a contrasting non-European country and a region within a European country. (England, Italy and India)
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Geographical skills and fieldwork:	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (climate and environmental regions) - Consolidate the eight points of a compass, four-figure grid references.	- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	- Use maps (weather data maps, climate maps), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (human and physical geography of Portsmouth and Italy and India)
Vocabulary:	Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Climate zone Biome Vegetation belt Desert Rainforest Temperate Weather Environment Map Atlas Globe Google Earth Compass (8 points)	Settlement Village Town City Hamlet Saxons Human features Physical features Map Plan	Portsmouth England Italy India Human features Physical features Similarities Differences Climate Weather Map Atlas Globe Google Earth Region Country

	Grid reference		
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Year 3 - 2026/27	Autumn	Spring	Summer – TRIP STAUNTON COUNTRY PARK?
Content:	Mountains of the UK - Naming and locating UK countries, capital cities, and key regions. - Identifying and locating major hills and mountains. - Understanding land use patterns and how they have changed. - Understanding and using the eight points of a compass link to mountains on maps. - Using Google Earth and digital mapping tools to explore mountain ranges (identify different features). - Bringing learning together into a creative project.	Europe and the UK - Where in the World? – Locating Europe and the UK - Recap UK Physical and Human Features - Let's Visit France – Comparing Regions - Exploring Germany and Spain – Country Comparisons - Map Skills – Symbols, Keys, and Grid References (see skill) - Combine map and locational knowledge with place knowledge to describe a region in Europe (brochure).	Physical Geography - Describe key features of earthquakes and volcanoes. - Identify and classify different rock types (igneous, sedimentary, metamorphic). - Use fieldwork to observe and record YEAR 3 physical features in the local area. (Staunton Park) - Recognise natural materials (wood, soil, stone) and human impact on forests (use images from trip) - Use sketch maps, plans, PICTUREGRAM and digital technology to describe an area TAKE PHOTOS. - Combine knowledge of physical and human features into a final project.
Substantive Knowledge:	Locational Knowledge: - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills and mountains) and land – use patterns and understand how some of these aspects have changed over time.	Locational Knowledge: - Locate the main countries and capital cities of Europe Inc. Russia. (Germany, France and Spain). Place Knowledge: - Understand geographical similarities / differences through studying the human physical geography of a region of the UK	Human and Physical Geography: - Describe and understand key aspects of physical geography including brief introduction to Volcanoes and earthquakes (look at sticky knowledge) linking to Science: rock types.

		with a region in Europe. (Germany, France and Spain).	
Geographical skills and fieldwork:	- Use (old and modern) maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries (of the UK) and describe features (mountains) studied. - Understand the eight points of a compass.	- 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 1. Teach how to read a map key and 2-figure grid references. 2. Pupils complete a treasure hunt activity on the map using grid references. 3. Match symbols to features (e.g., tree = forest, triangle = mountain). Outcome: Pupils can use a key and grid references to describe features on a map.	- Use fieldwork to observe and record the human and physical features (forest, natural substances (e.g wood), water (e.g lake) in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 5 - 2026/27	Autumn - TRIP RIVER	Spring	Summer -
Content:	Rivers	South America	Human Geography (trade - tourism)
Substantive Knowledge:	Locational Knowledge: - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (rivers) and land – use patterns and understand how some of these aspects have changed over time.	Locational Knowledge: - Locate the main countries in South America on a world map and name and locate key cities (Brazil).	Human and Physical Geography: - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links (tourism), and the distribution of natural resources including energy, food, minerals and water between Europe (Sweden) and ROW (Brazil).
			Place Knowledge: - distribution of natural resources including energy, food, minerals and water between Europe (Sweden) and ROW (Brazil).
		Human and Physical Geography: - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. JUST FOCUS ON RAINFOREST IN DEPTH..	
Geographical skills and fieldwork:	- Use fieldwork to observe, measure and record the human and physical features in the local	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate	- Use the eight points of a compass, four-figure grid references, symbols and key

	area using a range of methods, including sketch maps, taking measurements (depth, width and speed of river) and digital technologies (photos).	countries and describe features studied (South America). - Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)	(including the use of Ordnance Survey maps)
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Year 6	Autumn	Spring – TRIP HAYLING ISLAND	Summer
Content:	Fair Trade - Use maps to locate and describe key countries involved in Fair Trade. - Describe the human geography of a product's global journey. - Evaluate the impact of Fair Trade on people's lives. - Use digital mapping tools to analyse Fair Trade regions. - Apply knowledge of geography and global trade to real-world action.	Coasts - Name and locate coastal cities and geographical regions of the UK. - Describe the human and physical geography of a coastal area (pre-trip). - Understand key topographical features and how they change over time (coastal features and erosion) - Use the 8 points of a compass in relation to coasts. - Use 6-figure grid references, latitude and longitude in relation to coasts. - Use fieldwork to observe, measure, and record coastal features of a local area. - Trip evaluation/ Analyse change in land use and discuss how coasts are managed.	North America (Mexico) - Locate the world's countries with a focus on Europe, Russia, and North/South America. - Describe Mexico's environmental regions and human/physical features. - Compare a region of the UK with a region in Mexico. - Understand physical geography of volcanoes, earthquakes, and tectonic plates. - Use digital maps to locate volcanic and earthquake zones around Mexico. - Understand the impact of earthquakes and volcanoes on people.
Substantive Knowledge:	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.	Locational Knowledge: - Name and locate cities of the UK (with coasts), geographical regions and their identifying human and physical characteristics, key topographical features (coasts) and land – use patterns and	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

		understand how some of these aspects have changed over time.	characteristics, countries, and major cities.
	Human and Physical Geography: - We are learning to describe and understand key aspects of human geography including distribution of natural resources focussing on energy and fair trade.		Place Knowledge: - Understand some of the reasons for similarities and differences between a region of the UK and a North/ South America region (Mexico) . Human and Physical Geography: - Describe and understand key aspects of physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire (Mexico).
Geographical skills and fieldwork:	- Use maps (global resource map, thematic world map, and global supply chain map) atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (human geography of fair trade).	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries (UK countries) and describe features studied (coasts). - Use the eight points of a compass, extend to 6 figure grid references with teaching of latitude and longitude in depth. - Use fieldwork to observe, measure and record the human	- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries (Mexico) and describe features studied (environmental regions, key physical (volcanoes) and human characteristics, countries, and major cities).

		and physical features (coasts) in the local area using a range of methods, including sketch maps, graphs, tally charts and digital technologies (photos new and old).	
Vocabulary:	Europe Russia North America South America Country City Environmental region Physical features Human features Natural resources Energy Fair trade Global supply chain Map Atlas Globe Thematic map Resource map Google Earth	Coast Beach Cliff Bay Headland Erosion Deposition Tide Wave Direction (N, NE, E, SE, S, SW, W, NW) Latitude Longitude Grid reference (6-figure) Fieldwork Observation Sketch map Tally chart Graph Photograph Compare (past/present)	Continent Europe Russia North America South America Country Map Environmental region Physical characteristics Human characteristics Major city Region UK Mexico Similarities Differences Culture Climate Landscape Physical geography Volcano Earthquake Plate tectonics

			Ring of Fire Fault line Globe Atlas Digital mapping Google Earth
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