



# Geography Long Term Plan – Knowledge & Skills

**Crawford Village**  
Primary School & Nursery

<b>Class 1</b>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>			
	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>The Early Adopter Early Learning Goals for Understanding the World require pupils to learn about People, Culture and Communities. This includes pupils being able to:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>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.</li> </ul>			
	<b>Cycle A 2022 - 2023</b>	<b>Locational Knowledge</b>	<b>Human/Physical Geography</b>	<b>Geographical skills &amp; fieldwork</b>
<b>Class 2 Y1 – Y3</b>	<b>Penguins, Possums &amp; Pigs</b> This unit aims to help equip children with knowledge about the hot and cold places of the world and how these are different from the UK.	Name and locate the world's seven continents and five oceans.	Identify seasonal and daily weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use vocabulary such as: Land, sea, ocean, season, city, town, village.	Use a range of maps and globes (including picture maps) at different scales. Know that maps give information about places of the world. Locate land and sea on maps.
	<b>Explorers</b> In this unit children will learn about a small area within a contrasting non-European country	Small area in a contrasting non-European country.	Identify the location areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features and key human features. Use vocabulary such as: Equator, North Pole, South Pole.	Recognise simple features on maps e.g. buildings, roads and fields. Recognise that maps needs titles. Recognise landmarks and basic human features on aerial photos.
	<b>The Great Outdoors</b> During this unit the children will learn simple fieldwork skills, including observation and recording.		Discuss seasonal and daily weather patterns in the UK.	Use large scale maps and aerial photos. Recognise landmarks and human features on aerial photos. Draw a simple map e.g. of a garden.

			<p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p>Use vocabulary such as: Observation, record, identify, pattern, weather.</p>	<p>Follow a route on a map starting with a picture map of the school.</p> <p>Know that symbols mean something on a map.</p> <p>Use and construct basic symbols in a map key.</p> <p>Look down on objects and plan e.g. of the classroom or playground.</p> <p>Use simple fieldwork techniques such as observation and identification.</p> <p>Use cameras and audio equipment to record geographical changes e.g. weather or plants.</p> <p>Use locational and directional language to describe routes.</p>
	<b>Cycle B 2023- 2024</b>	<b>Locational Knowledge</b>	<b>Human/Physical Geography</b>	<b>Geographical skills &amp; fieldwork</b>
	<p><b>The Place Where I Live</b> This unit is a study of local recreational areas. The children will look at the geography of Crawford and surrounding areas.</p>	<p>Name and locate the world's seven continents and five oceans. To know the names of the 4 countries in the UK. To name and locate the main rivers of the UK. To name and locate Crawford and Upholland on a map of Skelmersdale and the UK. To be able to name the nearest motorways, railways, canals and rivers.</p>	<p>Identify variations in topography. Identify major settlements and routes in the local area. Use vocabulary such as: Settlement, land, village, town, city, isolated.</p>	<p>Use a range of maps and globes (including picture maps) at different scales. Know that maps give information about places in the world. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Begin to realise why maps need a key. Use vocabulary such as: Buildings, structure, landmarks.</p>
	<p><b>Rock and Roll</b> During this unit the children will learn about volcanoes and Earthquakes.</p>	<p>Locate the world's countries. Use vocabulary to identify the position and significance of the latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p>	<p>Describe and understand key aspects of: -Physical geography including volcanoes and earthquakes. -Human geography including types of settlement and land use. Use vocabulary such as: Settlement, land, village, town, city, isolated.</p>	<p>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps at more than one scale. Recognise patterns on maps and begin to explain what they show. Use the index and contents pages of atlases. Link features on maps to photos and aerial views. Use vocabulary such as: Atlas, index, aerial.</p>
	<p><b>Family Album</b> In this unit the children will name, locate and identify characteristics of the UK, including their capital cities and the surrounding waters.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	<p>Use basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and vegetation.</p>	<p>Use vocabulary such as: Bigger, smaller, near and far. Locate land and sea on maps.</p>

			-Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	
	<b>Cycle C 2024- 2025</b>	<b>Locational Knowledge</b>	<b>Human/Physical Geography</b>	<b>Geographical skills &amp; fieldwork</b>
	<p><b>There's No Place Like Home</b> This unit aims to teach children mapping and fieldwork skills as well as expand their knowledge on the local environment.</p>	<p>Name and locate cities and countries of the United Kingdom. A region of the United Kingdom.</p>	<p>Describe and understand the key aspects of physical geography and human geography, including: types of settlement and land use etc. Use vocabulary such as: Region, city, country, environment.</p>	<p>Use a wider range of maps (including digital), atlases and globes. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Label maps with titles to show their purpose. Create maps of small areas with features in the correct place. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. Relate measurement on large scale maps to measurements outside. Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos.</p>
	<p><b>Wind in the Willows</b> This unit aims to help children consider seasonal and daily weather patterns in the UK.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (on a weather map).</p>	<p>Discuss seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key physical features including season and weather. Use vocabulary such as: Capital, city, town, country, sea, north, east, south, west.</p>	<p>Recapping geographical skills from 'The Great Outdoors' topic as well as: Use and construct basic symbols in a map key for the weather. Begin to realise why maps need a key. Use simple compass directions (NESW) Use vocabulary such as: North, South, East, West</p>
	<p><b>What the Romans Did for Us</b> During this unit the children will learn about a contrasting UK location and consider how it is different and similar to the UK.</p>		<p>Describe and understand key aspects of: Physical geography, including: vegetation belts, rivers, mountains. Human geography, including: types of settlement and land use, economic activity</p>	<p>Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use four figure coordinates to locate features on maps.</p>

			and the distribution of natural resources including energy, food, minerals and water. Use vocabulary such as: Rivers, mountains, belts. Vegetation, distribute.	Recognise some standard OS symbols. Link features on maps to photos and aerial views. Use a scale bar to calculate some distances. Use vocabulary such as: Index, contents.
<b>Class 3 Y4 – Y6</b>	<b>Cycle A 2022 - 2023</b>	<b>Locational Knowledge</b>	<b>Human/Physical Geography</b>	<b>Geographical skills &amp; fieldwork</b>
	<b>Survival</b> This unit focuses on aspects of whole world geography-unique physical and human features.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Use vocabulary to 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).	Describe and understand key aspects of: -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. -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 vocabulary such as: Settlement, land use, economy, trade, distribution, resources, biomes, climate.	Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Use latitude and longitude in an atlas or on a globe. Use the scale bar on maps. Read and compare map scales.
	<b>Passport to Europe</b> During this unit children will learn about a region in a European country.	Identify the position of latitude, longitude, Equator, Northern Hemisphere. A region in a European country. Use vocabulary such as: Latitude, longitude, equator, northern hemisphere, region.	Describe and understand key aspects of: -Physical geography, including: climate zones, vegetation belts, rivers, mountains. -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 vocabulary such as: EU, Europe, continents.	Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Use the index and contents page of atlases. Link features on maps to photos and aerial views. Use a scale bar to calculate some distances.
	<b>Oh I Do Like To Be Beside The Seaside</b> In this unit children will focus on the human and physical geography of a seaside town (Blackpool).	Name and locate counties and cities of the United Kingdom.	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 vocabulary such as: Seaside, town, proximity, economic, migration, tourist, tourism.	Follow routes on maps describing what can be seen. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols

				Use models and maps to discuss land shape i.e. contours and slopes. Read and compare map scales.
	<b>Cycle B 2023 - 2024</b>	<b>Locational Knowledge</b>	<b>Human/Physical Geography</b>	<b>Geographical skills &amp; fieldwork</b>
	<b>A Kingdom United</b> This unit focuses on all of the countries within the United Kingdom.	Name and locate counties and cities of the United Kingdom.	Describe and understand key aspects of: -Physical geography, including rivers, mountains. -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 vocabulary such as: Settlement, economic, economy, trade, distribution, resources.	Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Use six figure coordinates. Use a wider range of Ordnance Survey symbols including 1:50K symbols. Know that different scale Ordnance Survey maps use some different symbols. Use vocabulary such as: Coordinates, survey, feature, aerial.
	<b>The Great Plague</b> During this unit children will research and consider environmental and geographical issues.	Name and locate counties and cities of the United Kingdom ( <i>relevant to our location and to this theme</i> ).	Describe and understand key aspects of human geography including types of land use. Use vocabulary such as: Farming, agricultural, geographical.	Use a wider range of maps (including digital), and atlases to locate features studied. Use maps and diagrams from a range of publications <i>e.g. recycling/waste site maps and plans from the local Council website</i> . Use maps at more than one scale. Recognise that larger scale maps cover less area. Recognise patterns on maps and begin to explain what they show. Use 4 figure coordinates to locate features on maps. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices.
	<b>Cycle C 2024 - 2025</b>	<b>Locational Knowledge</b>	<b>Human/Physical Geography</b>	<b>Geographical skills &amp; fieldwork</b>

	<p><b>Water, Water Everywhere</b> This unit is primarily based on the features of a wide range of rivers and how the water cycle works.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate cities of the UK. Use vocabulary such as: Northern, Southern, Western, Eastern.</p>	<p>Describe and understand key aspects of: Physical geography, including rivers and the water cycle. 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 (<i>focusing on those aspects relating to rivers</i>). Use vocabulary such as: Runoff, atmosphere, river bank, river bed, tributary, channel.</p>	<p>Use maps from a range of publications e.g. holiday brochures and leaflets. Use the index and contents page of atlases. Label maps with titles to show their purpose. Recognise that contours show height and slope. Use four figure coordinates to locate features on maps. Create maps of small areas with features in the correct place. Recognise some standard OS symbols. Link features on maps to photos and aerial views. Use a scale bar to calculate some distances. Use the eight points of a compass. Observe and measure the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos.</p>
	<p><b>Food, Glorious Food</b> This unit is a study of the various and diverse places from which food originates.</p>	<p>Locate the worlds countries. Name and locate countries of the UK. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water. Use vocabulary such as: Climate, biomes, vegetation belt, economy, resources, distribution.</p>	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps Vs Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Use latitude and longitude in an atlas or on a globe. Use scale bar on maps. Read and compare map scales. Use vocabulary such as: Longitude, latitude.</p>
	<p><b>Amazon Adventure</b> During this unit children will learn about North and South America. It also offers the opportunity to consider deforestation and wild fires.</p>	<p>Locate the world's countries, using maps to focus on North and South America. Use Vocabulary to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</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. 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 a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose.</p>

			<p>Use vocabulary to explain the layers of the Amazon Rainforest. Emergent, canopy, understory, forest floor.</p>	<p>Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Use latitude/longitude in a globe or atlas. Use the scale bar on maps. Read and compare map scales.</p>
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