



Churchside Federation Long Term Planning

Subject: Geography at Gooderstone



| 2024-2025 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|--|--|---|--|--|---------------------------------|
| Nursery | <ul style="list-style-type: none"> Know there are different countries in the world and talk about the differences they have experienced or seen. Develop positive attitudes about the differences between people Talk about what they see using a wide vocabulary. | | | | | |
| Reception | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. | | | | | |
| | Themes: Outside/Inside & Knowing Yourself - Book: Where the Wild things are: Maps. Imaginary places. - Book: Kapiti Plain - comparing countries, maps, observing similarities and differences - people and cultures. - TRIP - Watatunga Safari | Themes: Talents and Powers & Sowing A Seed - The Magic Paintbrush - Luna New Year (RE link) and comparing cultures. | Themes: Celebrating Self & Family & Friends - Pirates - maps and compass point (N) | | | |
| Year One/ Two/ Three | Destruction and Preservation: KS1 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Space and Our World: Skills and fieldwork: use aerial and plan perspectives (photos from space of our world - can we recognise the continents from last half term?) | Similarities and Differences: KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Change and Relationships: KS1 Human and physical Geography 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 | Fantasy Journeys: Locational Knowledge: Name and locate the world's 7 continents and 5 oceans. KS1 Human and physical Geography: Use basic geographical vocabulary to refer to: key physical and human features | Structure and Materials: |



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| <p>Year</p> <p>Four/ Five/ Six</p> | <p>Daring to dream:</p> | <p>Journeys & Discoveries: Identify the position and significance of latitude, longitude, equator, N/S Hemisphere, Tropics, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use the 8 points of a compass, 4 and 6-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>Lessons from the past: 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>Preserving our world: 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>New Worlds:</p> | <p>Challenging destiny: 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 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>Events:</p> | | | | | | |



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|-------------------------------|--|----------|---|----------|--|--|
| Nursery/ Reception | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. | | | | | |
| Kestrels | UK counties and countries Urban vs Rural- Locational Knowledge | | Mexico study- Place knowledge/ Locational knowledge | | Water Cycle- Human and physical | Yellowstone study- Place knowledge/ Locational knowledge |
| Y3,4,5 &6 | <p>To 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>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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 in North or South America</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</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>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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 in North or South America</p> <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> |



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| | <p>use the 8 points of a compass, 4 and 6-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>their environmental regions, key physical and human characteristics, countries, and major cities</p> | | <p>use the 8 points of a compass, 4 and 6-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>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-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>Events:</p> | | | | | | |



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| 2025-2026 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|--------------------------|--|------------------------------|---------------------------------|----------------------------|
| Nursery/ Reception | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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 • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. | | | | | |
| Year Four/ Five/ Six | Different worlds: | A sense of place: | Endings & Expectations: | Secret civilisations: | Activism & Equality: | Fate vs. Free Will: |
| Events: | | | | | | |