



Geography Long Term Plan



The Long Term Scheme of Work has been developed in order to provide an accessible, broad and balanced, progressive, sequential plan for the teaching of Geography. The substantive content has been carefully chosen to reflect and extend learners' awareness, understanding and knowledge.

More information is available in the Geography Rationale.

The teaching of Geography should be skills based as well as knowledge based. Children will have the opportunity to learn both through a balance of guided, planned teaching and pursuing their own learning within an enabling environment.

A high-quality Geography education will help pupils gain a coherent knowledge and understanding of Britain and that of the wider world.

Early Years


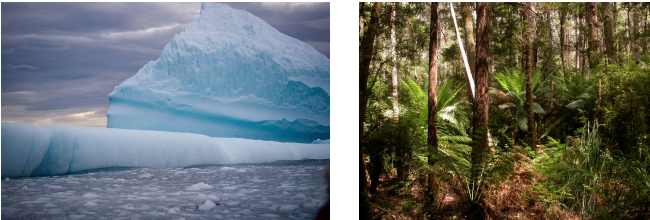
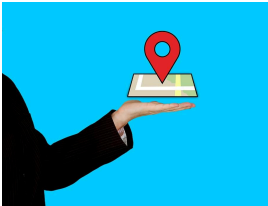



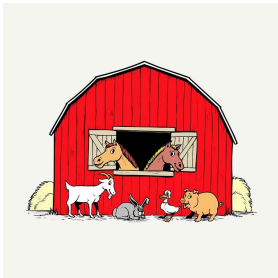


The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

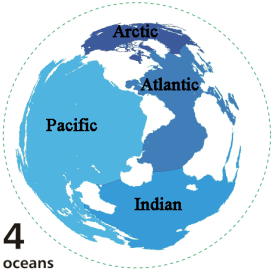

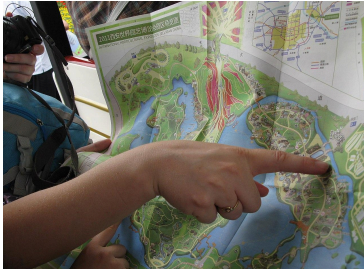
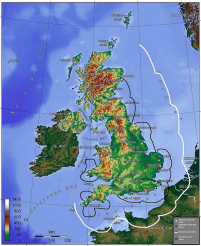




This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

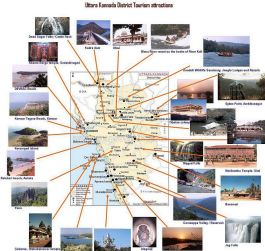


The most relevant statements for geography are taken from the following areas of learning:



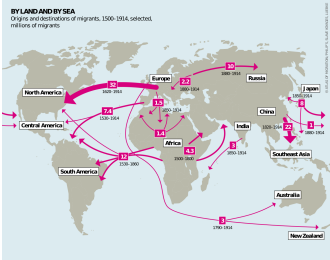


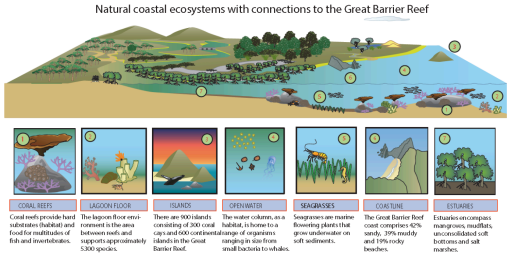

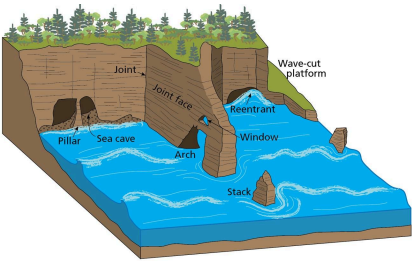
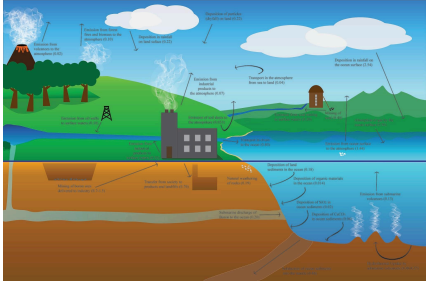
- Mathematics
- Understanding the World

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> ● 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		<ul style="list-style-type: none"> ● 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		<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.

Key Stage 1	2024/25	2025/26	2026/27
Autumn	<p>Continents & Oceans Land and Water</p> 	<p>Hot and Cold Antarctica & Jungle</p> 	<p>Maps Symbols</p> 
Spring	<p>Weather and Climate Seasons</p> 	<p>Cities Landmarks</p>  <p>Shapes of buildings - Maths links</p>	<p>Landscapes Mountains (Volcanoes)</p> 
Summer	<p>Agriculture Farming - Animals</p> 	<p>Beaches Seaside</p> 	<p>What a wonderful world we are explorers</p> 

Key Stage 2 themes	2024/25	2025/26	2026/27
Autumn	Continents & Oceans Oceans 	Hot & Cold Artic & Desert 	Maps Planning a route 
Spring	Weather & Climate Uk Weather 	Cities Travel 	Landscapes Rivers 
Summer	Agriculture Food production 	Beaches Coast and Energy 	What a wonderful world UK Explorers 

Key Stage3 themes	2024/25	2025/26	2026/27
Autumn	Continents & Oceans Continents 	Hot & Cold The Pole & Africa 	Maps Locating 
Spring	Weather & Climate Extreme Weather 	Cities Homes (Population) 	Landscapes Earthquakes (Mountains) 
Summer	Agriculture Trade 	Beaches Tourism 	What a wonderful world Climate change 

Key Stage3/4 themes	2024/25	2025/2026	2026/2027
Autumn	<p>Continents & Oceans Continents</p> 	<p>Hot & Cold Expeditions</p> 	<p>Maps Migration</p> 
Spring	<p>Weather & Climate Natural Disasters</p> 	<p>Cities Urbanisation</p> 	<p>Landscapes Ecosystems</p> <p>Natural coastal ecosystems with connections to the Great Barrier Reef</p> 
Summer	<p>Agriculture Deforestation</p> 	<p>Beaches Coastal Erosion</p> 	<p>What a Wonderful World Biomes</p> 

Post 16 – Preparation for Adulthood Programme – Allocation of time for Geography is clearly identifiable.

- **Understanding where we live - Coastal erosion, global warming, extreme weather**
- **Map work associated to personal independence travel skills**
- **Food production - healthy eating**
- **Uk weather - dressing for the weather - independence skills**