



St. Cuthbert's Catholic Primary Schools

GEOGRAPHY: CURRICULUM: LONG TERM PLAN



	AUTUMN TERM	SPRING TERM	SUMMER TERM
Y1	What is it like where we live? CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Describe my journey to school. - Talk about local landmarks around my school. - Create a plan of my classroom. - Locate St Cuthbert's on a map - Talk about a journey, describing your movement and what you might see.	Weather and Seasons <i>(Topic threaded throughout the year for seasonal observation)</i> CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Participate in a tree study, monitoring the changes of our school environment over the year. Explore different types of weather and learn how to observe daily weather changes. - Use simple tools such as a wind sock and rain gauge to measure and record weather conditions. - Observe clouds, sunshine, wind, and rain to describe what the weather is like each day and how the weather affects what we wear and the activities we do. - Develop early scientific skills by making predictions and comparing weather patterns over time. - Learn that different parts of the United Kingdom can have different types of weather at the same time. - Observe live weather reports from Scotland, Wales, Northern Ireland, and England. - Locate the four nations of the UK on a map and match pictures or symbols to show the current weather. - Talk about similarities and differences in weather across the UK using appropriate vocabulary.	UK – Capital Cities & Countries CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Identify England, Scotland, Wales, and Northern Ireland. - Recall London, Edinburgh, Cardiff, and Belfast. - Distinguish between natural features (e.g., rivers, hills, coasts) and human-made features (e.g., buildings, bridges, roads). - Describe characteristics of urban and rural areas and compare them. - Recognise important landmarks, regions, bodies of water, and cultural characteristics. - Use persuasive language to present information about a place, highlighting attractions and features to encourage visitors. - Begin to use compass points. Can tell you which is north, south, east & west with support.
	Key Vocabulary Key, Map, Far, Near, (North, South, East, West), Symbol	Key Vocabulary season, weather, observation, temperature, thermometer, forecast	Key Vocabulary locate, countries, capital cities, human, physical, landmark
Y2	Hot and Cold Places CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Name and locate the world's seven continents and five oceans. - Identify the equator, North Pole, South Pole, and Arctic Circle. - Understand differences in climate between hot and cold places.	Non-European study (Nigeria) CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Locate Africa on a map understanding it is south of Europe second biggest continent - Understand Nigeria is found on the west coast of Africa - Know that Africa is 4 times size of UK (share key facts eg. population / capital) - Use terms flora / fauna talking about them in context with Nigeria - Identify the Physical and Human Features of Africa	Map Skills CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Identify on a map the four countries of the United Kingdom and their capital cities. - Identify human and physical features in their local area. - Understand how using a map helps us to navigate. - Describe a route using directional language. - To create a simple map. - To construct basic symbols on a key.

	- Compare human and physical features of a hot country (e.g. Kenya) and a cold country (e.g. Greenland). - Begin to understand how location affects climate and daily life.	Use simple grid references to locate images on a map of the Nigeria sharing their understanding through compass points	
	Key Vocabulary Continent, Ocean, Equator, Poles, Arctic Circle, Climate	Key Vocabulary Capital, climate, coast, environment, compass points (North, South, East, West), flora, fauna	Key Vocabulary key, map, symbols, direction, position, route, journey
Y3	Cities, Counties & Regions CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Locate the 5 counties in the North West of England. - Recognise and find 5 map symbols - To be able to on a 4-figure grid reference. - Navigate an OS map of the Lake District. - Recognise the Physical and Human features of the counties in the North West of England.	Mountains CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Explain that mountains are higher and steeper than hills, which have gentler slopes. - Identify and name the key features of a mountain, including the peak (summit), slopes, base and valleys. - Locate mountains in the UK on a map, including Ben Nevis, the tallest mountain in the UK. - Understand that Mount Everest is the tallest mountain in the world and that it is located in the Himalayas. - Compare Ben Nevis and Mount Everest by height, location and climate. - Understand that topography describes the shape of the land. - Explain how contour lines on a map show height and steepness (close lines mean steep slopes; spaced lines mean gentle slopes).	Coasts CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Know different coastal places in the UK including Hebrides, Cornwall, Morecambe, Whitby. - Locate different coastal places on a map - Know about the South West Coast of England - Be familiar with the 8 compass points and use these to navigate a map - Use geographical vocabulary to describe physical and human features of coasts - Have researched St Ives, Cornwall and look at the human impact on the coast. - Share their knowledge of Coasts around the UK emphasising the human and physical features
	Key Vocabulary Region, County, Urban, Rural, Merseyside, OS map, Compass points, Tourist attraction	Key Vocabulary Mountain, hill, peak, slope, valley, range, contour lines, altitude.	Key Vocabulary Coast, harbour, shore, tide, cliff, bay, tourism, dunes
Y4	Europe (Spain) CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - To know how to locate and label Spain and its neighbouring countries on a map of Europe, using an atlas and digital mapping tools confidently. - To know how to identify similarities and differences between Madrid and Barcelona by comparing their location, climate, population size, famous landmarks such as the Royal Palace and Sagrada Familia and human activities including tourism, transport, and cultural life. - To know that the Mediterranean biome has hot, dry summers and mild, wet winters, and to identify typical plants such as olive trees and pine forests, and animals such as lizards and wild goats, explaining how the warm climate and limited rainfall influence farming, tourism, and daily life in southern Spain.	Rivers CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Explain the water cycle in appropriate geographical language - Use appropriate geographical vocabulary to describe change. - Describe the causes and process of precipitation - Describe and name the key landscape features of a river in the UK - Describe (some of) the processes associated with river - To complete fieldwork of a study on the River Alt	Land Use Over Time CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - With the use of topographical maps describe my local area. - Describe how a region of the UK has changed over time - Understand that change within an area is continual - Describe what their local area was like in the past - Understand that their local area will continue to change - Offer opinions on their local area at present and the changes underway - Use appropriate geographical vocabulary to describe change. - Use four-figure grid references to locate features on a map accurately.

	- To know how to use map symbols, keys and compass directions to locate key physical features of Spain such as Sierra Nevada (mountain), River Tagus, Mediterranean Coast / Balearic Islands. - To know about aspects of Spanish culture, including language, festivals, food, and traditions, and to understand how culture can vary within one country.		
	Key Vocabulary Biome, culture, land use, Mediterranean, population, topography map	Key Vocabulary Water cycle, evaporation, condensation, precipitation, water vapour, mountain range, currents	Key Vocabulary County, development, Human Feature, Industry, Physical Feature, Settlement, sustainability
Y5	North America CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Know the countries and capital cities of North America and be able to locate them on a map. - Understand that the USA is made up of 50 states, with Washington D.C. as its capital. - Identify and describe the major biomes of North America (tundra, grassland, desert, temperate forest, tropical rainforest). - Understand how climate affects plants, animals, and people in each biome. - Locate and describe significant physical features such as Niagara Falls, the Grand Canyon, and Yosemite National Park. - Know that cities such as New York, Los Angeles, Mexico City, and Toronto differ in population, culture, and economy. Compare Canada, the USA, and Mexico using data on population, language, and imports/exports. - Use maps, atlases, globes, and digital mapping to locate countries, biomes, and features. - Use compass directions and geographical vocabulary to describe locations and features. - Analyse and present geographical information through fact files, diagrams, and persuasive writing. - Develop arguments and make decisions by evaluating the advantages and disadvantages of living in different countries. Mapping Skills - Locational knowledge: Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.	Volcanoes & Earthquakes CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Understand that the Earth's crust is its outer layer above the mantle, where heat and movement cause the crust to shift. The crust is divided into tectonic plates, which meet at plate boundaries. - Recognise that volcanoes and earthquakes occur at these boundaries when plates push together, pull apart, or slide past each other. - Know that a volcano forms when magma rises through cracks in the crust and reaches the surface, and that volcanoes can be active, dormant, or extinct, creating different shapes and landscapes. - Understand that an earthquake happens when tectonic plates suddenly move, sending shockwaves through the ground that can damage land and buildings. - Recognise that natural hazards such as volcanoes and earthquakes affect how people live, and that people adapt through stronger buildings, warning systems, evacuation plans, and practice drills. - A settlement is a place where people live. Settlements near volcanoes or earthquake zones must plan carefully to stay safe.	Sustainability & Climate Change CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Describe some threats to the health of our planet - Name several common minerals - Explain where minerals are found around the world - Describe some renewable and non-renewable energy sources - Explain how humans rely on the oceans - Describe some threats to our oceans - Understand ways to make school more sustainable - Identify an important environmental issue. - Plan and carry out an enquiry into sustainability in school - Understand ways to improve the health of our planet

	- Place knowledge: Learn about how features of places can be represented through symbols on maps in 2-dimensions. - Human and physical geography: use OS map symbols and the map key to name physical and human features. - Geographical skills and fieldwork: interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information through maps. Use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge		
	Key Vocabulary State, population, economy, Niagara Falls, Grand Canyon, Yosemite, import, export, trade. compass points, Grid reference, Map symbol, Scale, Key (legend)	Key Vocabulary Crust, mantle, tectonic plate, plate boundary, magma, hazard, adapt, settlement	Key Vocabulary Renewable Energy, , Sustainability, pollution, climate change, fossil fuels, conservation, resources, minerals
Y6	South America CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - Identify and locate all South American countries and their capital cities using maps, atlases, and compass directions. - Understand global biomes, with a focus on tropical rainforest, and explain where biomes are located using world maps. - Use geographical vocabulary such as equator, tropics, latitude, longitude, climate, biome, canopy accurately. - Locate and describe the Amazon rainforest and river, including its position relative to the equator and tropics. - Explain human and physical geography links through a case study of Manaus (e.g., how people live, work, and impact the rainforest). - Research and present information about rainforest layers, flora, and fauna using factfiles or presentations. - Develop map skills, including using scale, compass points, and tracing the course of a river from source to mouth. - Recognise the importance of the Amazon River and rainforest for biodiversity, climate regulation, and human activity. Mapping Skills - Locational knowledge: Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.	Time Zones CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - understand how latitude and longitude help us describe the exact location of places on Earth - know that latitude lines run horizontally and measure distance north or south from the equator - know that longitude lines run vertically and measure distance east or west from the Prime Meridian - identify the Tropic of Cancer, Tropic of Capricorn, the Arctic Circle and the Antarctic Circle, and understand that they are key lines of latitude - explain how the Earth's rotation causes day and night and leads to the creation of time zones - identify the Prime Meridian and understand its role in setting Greenwich Mean Time (GMT) - recognise that time zones are based on longitude and vary depending on how far east or west a place is - explain how crossing the International Date Line can change the day as well as the time	Trade CORE LEARNING (KNOWLEDGE & SKILL): By the end of this unit, children will: - recognise that food and clothing is produced around the world that can be consumed locally. - locate a range of countries on a world map. - have knowledge of what sustainable clothing is. - understand the term import and export. - recognise the climatic conditions needed for different fruit to grow. - know and use the term consumers in class discussion. - know how a range of products are transported across the world.

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	Key Vocabulary Tropics, rainforest, canopy, emergent layer, understory, Amazon River, biodiversity, flora, fauna Compass points, Grid reference, Map symbol, Scale, Key (legend)	Key Vocabulary Latitude, Longitude, Tropics, Prime Meridian, Time zone, GMT, Rotation, International Date Line	Key Vocabulary consumer, country of origin, export, fair trade, import, industry, producer, raw material, retailer, trade