

Geography Long Term Plan 2025/26				
Sycamore	<u>European region (Germany/France)</u> Topic Planning		<u>Local area and region - Upper KS2*</u> (Scotland Focus) Local Area Upper KS2 Planning	
Breath of Study	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity. 		<p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom. 	

(Review Summer 2025)

	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Use a wide range of geographical sources in order to investigate places and patterns. • 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. 	
Threshold Concepts	<p>Investigate place</p> <p>Investigate pattern</p> <p>Communicate Geographically</p>		<p>Investigate Place</p> <p>Communicate Geographically</p>	
Milestones	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use</p>		<p>Identify and describe how the physical features affect the human activity within a location.</p> <ul style="list-style-type: none"> • Use a range of geographical resources to give detailed 	

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	<p>patterns; and understand how some of these aspects have changed over time.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 		<p>descriptions and opinions of the characteristic features of a location.</p> <ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of:</p>	
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			<ul style="list-style-type: none">• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	
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(OA) - See Oak Academy for additional resources

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<u>EYFS Understanding the World</u>	
<u>End of Nursery Expectations</u>	<u>End of Reception Expectations</u>

(Review Summer 2025)

<p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</p>	<p>Recognises some similarities and differences between life in this country and life in other countries</p> <p>Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Is able to 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 (ELG)</p>
<p align="center"><u>Common Topics/Themes that will enable children to meet these expectations</u></p>	
<p>Seasons/Weather Chinese New Year Hot/Cold Places All about me - where I live Under the Sea</p>	

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