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| **GEOGRAPHY LONG TERM PLAN** | | | |
| Geography  Pupils should be taught to:  **ELG: People, Culture and Communities Children at the expected level of development will**   * 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, non-fiction texts and – when appropriate – maps   **Key Stage 1 and 2**   * Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide geographical context for understanding the actions and processes; * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time; * Be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps and writing at length. | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **EYFS - UW** | What can we see in our EYFS building? | What is the weather like? What are the seasons? | What is the weather like? What are the seasons? |
| **Year 1** | What is the geography of our school? | Where in the UK is the village of Eccleston? | How does weather affect people’s lives? |
| **Year 2** | Why are green spaces important in Eccleston? | Where do we live and how does it compare to Chembakoli? | What would we find around the coastline of the British Isles? |
| **Year 3** | Why do some earthquakes cause more damage than others? | Why are jungles so wet and deserts so dry? | How can we live more sustainably? |
| **Year 4** | Where in Europe can I fly to Liverpool Airport? | Why do so many people live in megacities? | Why does Saethor live on the Westerman Islands? |
| **Year 5** | Why visit North America? | Why is fair trade fair? | How is climate change affecting the world? |
| **Year 6** | What is a river? | Why are mountains important? | Who are Britain’s National Parks for? |