



KA Long Term Planning Geography 2021-22

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human features and landmarks	<p>Children can:</p> <ul style="list-style-type: none"> -notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live. 	<p>Children can:</p> <ul style="list-style-type: none"> -name and talk about man-made features in the local environment, including shops, houses, streets and parks. 	<p>Children can :</p> <ul style="list-style-type: none"> -name and describe the purpose of human features and landmarks. 	<p>Children can:</p> <ul style="list-style-type: none"> -use geographical vocabulary to describe how and why people use a range of human features. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe a range of human features and their location and explain how they are interconnected. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. 	<p>Children can:</p> <ul style="list-style-type: none"> -explain how humans function in the place they live.
Settlements and land use	<p>Children can:</p> <ul style="list-style-type: none"> -say how two places in the immediate environment are the same or different. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe a contrasting environment to their own. 	<p>Children can:</p> <ul style="list-style-type: none"> -identify the characteristics of a settlement. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe the size, location and function of a local industry. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe the type and characteristics of settlement or land use in an area or region. 	<p>Children can:</p> <ul style="list-style-type: none"> -explain ways that settlements, land use or water systems are used in the UK and other parts of the world. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe in detail the different types of agricultural land use in the UK. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe the distribution of natural resources in an area or country.
Climate and weather	<p>Children can:</p> <ul style="list-style-type: none"> -notice ways that the local environment 	<p>Children can:</p> <ul style="list-style-type: none"> -record observations about the way 	<p>Children can:</p> <ul style="list-style-type: none"> -identify patterns in daily 	<p>Children can:</p> <ul style="list-style-type: none"> -describe simple weather 	<p>Children can:</p> <ul style="list-style-type: none"> -explain how the weather affects the use of urban 	<p>Children can:</p> <ul style="list-style-type: none"> -explain climatic variations of a 	<p>Children can:</p> <ul style="list-style-type: none"> -explain how the climate affects land use. 	<p>Children can:</p> <ul style="list-style-type: none"> -evaluate the extent to which climate and



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	changes during different seasons.	the local environment changes throughout each season.	and seasonal weather.	patterns of hot and cold places.	and rural environments.	country or continent.		extreme weather affect how people live.
Physical processes	Children can: -notice how the wind and rain can affect the local environment.	Children can: -describe how different types of weather affect the local environment.	Children can: -describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.	Children can: -describe, in simple terms, the effects of erosion.	Children can: -explain the physical processes that cause earthquakes and volcanic eruptions.	Children can: -use specific geographical vocabulary and diagrams to explain the water cycle.	Children can: -describe how soil fertility, drainage and climate affect agricultural land use.	Children can: -describe the physical processes, including weather, that affect two different locations.
Geographical resources	Children can: -identify simple geographical features in a photograph.	Children can: -use photographs and maps to identify and describe human and physical features from their locality.	Children can: -identify features and landmarks on an aerial photograph or plan perspective.	Children can: -study aerial photographs to describe the features and characteristics of an area of land.	Children can: -analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Children can: -study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes	Children can: -analyse and compare a place, or places, using aerial photographs, atlases and maps.	Children can: -use satellite imaging and maps of different scales to find out geographical information about a place.



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						and digital mapping.		
Data analysis	<p>Children can:</p> <ul style="list-style-type: none"> -use small world toys, such as cars and model houses, to represent data from the locality. 	<p>Children can:</p> <ul style="list-style-type: none"> -begin to collect simple geographical data during fieldwork activities. 	<p>Children can:</p> <ul style="list-style-type: none"> -collect simple data during fieldwork activities. 	<p>Children can:</p> <ul style="list-style-type: none"> -collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). 	<p>Children can:</p> <ul style="list-style-type: none"> -analyse primary data, identifying any patterns observed. 	<p>Children can:</p> <ul style="list-style-type: none"> -collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. 	<p>Children can:</p> <ul style="list-style-type: none"> -summarise geographical data to draw conclusions. 	<p>Children can:</p> <ul style="list-style-type: none"> -Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
Fieldwork	<p>Children can:</p> <ul style="list-style-type: none"> -take part in simple fieldwork activities, such as helping to take photographs or recording simple data. 	<p>Children can:</p> <ul style="list-style-type: none"> -take photographs, draw simple picture maps and collect simple data during fieldwork activities. 	<p>Children can:</p> <ul style="list-style-type: none"> -carry out fieldwork tasks to identify characteristics of the school grounds or locality. 	<p>Children can:</p> <ul style="list-style-type: none"> -ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. 	<p>Children can:</p> <ul style="list-style-type: none"> -gather evidence to answer a geographical question or enquiry. 	<p>Children can:</p> <ul style="list-style-type: none"> -investigate a geographical hypothesis using a range of fieldwork techniques. 	<p>Children can:</p> <ul style="list-style-type: none"> -construct or carry out a geographical enquiry by gathering and analysing a range of sources. 	<p>Children can:</p> <ul style="list-style-type: none"> -Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.



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<p>Natural and man-made</p>	<p>Children can: -notice natural and man-made materials in the environment.</p>	<p>Children can: -name some natural and man-made materials in the environment.</p>	<p>Children can: -identify natural and man-made materials in the environment.</p>	<p>Children can: -describe the properties of natural and man-made materials and where they are found in the environment.</p>	<p>Children can: -name and describe the types, appearance and properties of rocks.</p>	<p>Children can: -describe and explain the transportation of materials by rivers; -describe the properties of different types of soil.</p>	<p>Children can: -explain how the topography and soil type affect the location of different agricultural regions.</p>	<p>Children can: -Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p>
<p>Physical features</p>	<p>Children can: -name some physical features in the immediate environment.</p>	<p>Children can: -name some common physical features in the locality and beyond.</p>	<p>Children can: -use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>Children can: -describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>Children can: -describe the parts of a volcano or earthquake; -name and describe properties of the Earth's four layers.</p>	<p>Children can: -identify, describe and explain the formation of different mountain types.</p>	<p>Children can: -identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p>	<p>Children can: -Compare and describe physical features of polar landscapes.</p>



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Environment	Children can: -show care for living things and the environment.	Children can: -describe ways to look after the immediate environment.	Children can: -describe how pollution and litter affect the local environment and school grounds.	Children can: -describe ways to improve the local environment.	Children can: -identify the five major climate zones on Earth.	Children can: -describe altitudinal zonation on mountains.	Children can: -name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Children can: -Explain how climate change affects climate zones and biomes across the world.
Sustainability			Children can: -describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	Children can: -describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	Children can: -describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	Children can: -describe how natural resources can be harnessed to create sustainable energy.	Children can: -identify and explain ways that people can improve the production of products without compromising the needs of future generations.	Children can: -Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.
World	Children can: -talk about places that they	Children can: -begin to notice and talk about	Children can: -name and locate the	Children can: -name and locate seas	Children can: -locate countries and major cities	Children can: -locate the countries and	Children can: -name, locate and describe	Children can: -Explain interconnections



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	have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	the different places around the world, including oceans and seas.	world's seven continents and five oceans on a world map.	surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	in Europe (including Russia) on a world map.	major cities of North, Central and South America on a world map, atlas or globe.	major world cities.	between two or more areas of the world.
UK	Children can: -show an interest in the place they live on a map or globe.	Children can: -identify the United Kingdom on a world map or globe.	Children can: -name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Children can: -identify characteristics of the four countries and major cities of the UK.	Children can: -name, locate and describe some major counties and cities in the UK.	Children can: -create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK; -identify the topography of an area of the UK using contour lines on a map.	Children can: -describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Children can: -Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.



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<p>Location</p>	<p>Children can: -explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.</p>	<p>Children can: -describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p>	<p>Children can: -locate hot and cold areas of the world in relation to the equator.</p>	<p>Children can: -locate the equator and the North and South Poles on a world map or globe.</p>	<p>Children can: -locate significant places using latitude and longitude.</p>	<p>Children can: -identify the location of the Tropics of Cancer and Capricorn on a world map.</p>	<p>Children can: -identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p>	<p>Children can: -Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p>
<p>Position</p>	<p>Children can: -discuss routes and locations and use and</p>	<p>Children can: -use simple positional language to</p>	<p>Children can: -use simple directional and positional</p>	<p>Children can: -use simple compass directions to</p>	<p>Children can: -use the eight points of a compass to</p>	<p>Children can: -use the eight points of a compass, four</p>	<p>Children can: -use compass points, grid references and</p>	<p>Children can: -Use lines of longitude and latitude or grid</p>



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	understand some positional language.	describe where things are in relation to each other and give directions.	language to give directions, describe the location of features and discuss where things are in relation to each other.	describe the location of features or a route on a map.	locate a geographical feature or place on a map.	and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	scale to interpret maps, including Ordnance Survey maps, with accuracy.	references to find the position of different geographical areas and features.
Maps	Children can: -describe a familiar route and use maps as part of role play.	Children can: -make and use simple maps in their play to represent places and journeys, real and imagined.	Children can: -draw or read a simple picture map.	Children can: -draw or read a range of simple maps that use symbols and a key.	Children can: -use four-figure grid references to describe the location of objects and places on a simple map.	Children can: -use four or six-figure grid references and keys to describe the location of objects and places on a map.	Children can: -identify elevated areas, depressions and river basins on a relief map.	Children can: -Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Compare and contrast	Children can: -talk about simple differences between the way people live	Children can: -describe how two places are the same or different using simple picture	Children can: -identify the similarities and differences between two places.	Children can: -describe and compare the human and physical similarities and	Children can: -classify, compare and contrast different types	Children can: -describe and compare aspects of physical features.	Children can: -identify and describe the similarities and differences in physical and	Children can: -Describe the climatic similarities and differences



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	in the community and beyond using pictures, books, maps and other geographical resources.	maps, photographs, data and other geographical resources.		differences between an area of the UK and a contrasting non-European country.	of geographical feature.		human geography between continents.	between two regions.
Significant places	Children can: -talk about and ask questions about places that are important to them.	Children can: -discuss and describe places that are important to them.	Children can: -name important buildings and places and explain their importance.	Children can: -name, locate and explain the significance of a place.	Children can: -name and locate significant volcanoes and plate boundaries and explain why they are important.	Children can: -name, locate and explain the importance of significant mountains or rivers.	Children can: -identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Children can: -Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.
Geographical change	Children can: -notice and talk about how things have changed in the local environment.	Children can: -discuss how the local environment has changed over time using photographs and first-hand experiences.	Children can: -describe how a place or geographical feature has changed over time.	Children can: -describe how an environment has or might change over time.	Children can: -describe how a significant geographical activity has changed a landscape in the short or long term;	Children can: -explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Children can: -describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Children can: -Present a detailed account of how an industry, including tourism, has changed a place



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					describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).			or landscape over time.
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