

# Geography

## Long Term Plans



Upper  
Wharfedale  
Primary  
Federation



# Geography Long term Overview

EYFS			
<p>Understanding the World involves supporting children to make sense of their own physical world and local community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. Throughout the year the children’s understanding of the world will be supported through adult led activities, spontaneous play and meaningful experiences by visiting our local library, park and village as well as meeting important members of society such as police officers, nurses and firefighters.</p> <p>We want all our children to have an awareness of the different cultural, social and ecological elements of the society we live in and to learn respect for the rich diversity our world has to offer. To achieve this the children will have opportunities through their play in enhanced provision, stories/non-fiction books, poems, and emersion days. Enriching and widening children’s understanding and exposure to specific vocabulary will later support reading comprehension</p> <p>We will capture the children’s learning using Tapestry, individual investigation books, photographs and our spontaneous learning sheet.</p>			
	Pre School	Reception	ELG
Locational knowledge	<p>Pre-School <b>UTW</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Reception <b>UTW</b></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>ELG <b>UTW</b>:</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
Place Knowledge	<p>Pre-school <b>UTW</b>:</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Reception <b>UTW</b></p> <p>Talk about members of their family and community. Understand that some places are special to members of their community Recognise that some environments are different from the one in which they live.</p>	<p><b>ELG UTW</b>: People, Culture and Communities Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><b>ELG UTW</b>: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what is read in class.</p>
Human and Physical Geography	<p><b>Pre-school UW</b></p> <p>Talk about what they see, using a wide vocabulary</p>	<p><b>Reception UW</b></p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p>	<p><b>ELG UTW</b>: The Natural World Understand some important processes in the natural world around them, including the seasons and changing states of matter.</p>
Geographical Skills and fieldwork	<p><b>Pre-School Mathematics</b></p> <p>Understand position through words alone-for example “The bag is under the table”.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations ,using words like ‘in front of’ and ‘behind’</p>	<p><b>Reception UW</b></p> <p>Draw information from a simple map.</p>	<p><b>ELG UTW</b>:</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plant</p> <p><b>ELG UTW</b>: People, Culture and Communities 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</p>

KS1	Autumn 1	Autumn 2	Summer 2
<p><b>Cycle A</b> <b>24/25</b></p>	<p style="text-align: center;"><b>Our Marvellous Dales</b></p> <p>In this topic, children will explore the beautiful Yorkshire Dales. They will learn about hills, rivers, valleys, and villages, and find out what makes this special part of the UK so unique. Through stories, maps, pictures, and fun activities, children will begin to understand the geography of the Dales and how people live there.</p>	<p style="text-align: center;"><b>Our Marvellous London</b></p> <p>In this topic, children will learn all about our capital city—London! They will explore famous landmarks like Big Ben, the London Eye, and Buckingham Palace. Using maps, pictures, and stories, children will discover what makes London special and how people live and work there. Through fun activities, they'll begin to understand the geography of a big city and how it's different from the countryside.</p>	<p style="text-align: center;"><b>Lost and Found</b></p> <p>In this topic, children will help a lost penguin find its way back home! As they follow the penguin's journey, they will learn how to use simple compass directions like north, south, east, and west. Through stories, maps, and fun activities, children will explore how we use directions to find places and understand where things are in the world.</p>
	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name and locate local villages and towns on a map Name and locate our county on a map Draw a map of the village with a key</p> <p style="text-align: center;"><b>Physical geography</b></p> <p>Draw and describe geographical features of the local area: hills, valley, rivers, bridges, woodlands, roads.</p> <p style="text-align: center;"><b>Human geography</b></p> <p>Describe amenities and their importance within the community Can find out about a locality by asking people questions</p>	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Locational knowledge</b></p> <p>Name and locate the four countries that make up the UK Name and locate some major towns/cities on a UK map Name and locate the capital cities of England, Scotland, Wales and Northern Ireland Locate the UK on a world map Name and locate landmarks of London</p> <p style="text-align: center;"><b>Physical geography</b></p> <p>Can compare and contrast the physical differences between Skipton and London</p> <p style="text-align: center;"><b>Human geography</b></p> <p>Can compare the differences between facilities in Skipton and London</p>	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p>Use simple compass directions and locational directional language to describe the location of features and routes on a map</p> <p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Name and locate the world seven continents and oceans</p>
<p><b>Cycle B</b> <b>25/26</b></p>	<p style="text-align: center;"><b>Too Hot, Too Cold – Part 1: Kenya</b></p> <p>In this part of the topic, children will explore what it's like to live in a warm country like Kenya. They will learn about the physical features such as mountains, rivers, and savannahs, and human features like villages, homes, and schools. Children will discover what life is like in a Kenyan village and compare it to life in the UK, using maps, stories, and pictures to support their learning</p>	<p style="text-align: center;"><b>Too Hot, Too Cold – Part 2: Alaska</b></p> <p>In this part of the topic, children will explore what it's like to live in a cold place like Alaska. They will learn about physical features such as snowy mountains, icy lakes, and forests, and human features like houses built to keep warm, special clothes for cold weather, and ways people travel in the snow. Children will compare Alaska to Kenya and the UK, discovering how people live differently depending on the climate and environment around them.</p>	<p style="text-align: center;"><b>Land Ahoy! – Walk the Plank!</b></p> <p>Ahoy there! In this exciting topic, children will help Pirate Pete find his way across the seas. They will learn about the physical features of the sea and coast, and explore human features like ports, lighthouses, and ships. Using maps, simple compass directions, and clues, children will discover how pirates might travel and what life is like at sea.</p>
	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Name the seven continents with a particular focus on Africa. Find the equator on a map and know what it means.</p> <p style="text-align: center;"><b>Place Knowledge</b></p> <p>Look at similarities and differences between life in The Dales and life in rural Kenya, including human and physical features. Compare the climate between UK and Kenya – how does this affect people in terms of jobs, food and industry.</p> <p style="text-align: center;"><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK and Kenya in relation to the equator and the north and south poles.</p>	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Name the seven continents with a particular focus on Alaska Find the equator on a map and know what it means.</p> <p style="text-align: center;"><b>Place Knowledge</b></p> <p>Look at similarities and differences between life in The Dales and life in rural Alaska, including human and physical features. Compare the climate between UK and Alaska – how does this affect people in terms of jobs, food and industry.</p> <p style="text-align: center;"><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK and Alaska in relation to the equator and the north and south poles</p>	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p>Use simple compass directions and locational directional language to describe the location of features and routes on a map</p> <p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Name and locate the world seven continents and oceans</p> <p style="text-align: center;"><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</p> <p style="text-align: center;"><b>Human and physical geography</b></p>

	<p align="center"><b>Geographical skills and fieldwork</b></p> <p>Use a world map to locate Africa and name some of the different countries within Africa.</p>	<p align="center"><b>Geographical skills and fieldwork</b></p> <p>Use a world map to locate Arctic and name some of the different countries within the Arctic.</p>	<p>Use geographical vocabulary to refer to (physical): beach, cliff, coast, sea, ocean, valley, season and weather. (human): port, harbour</p>
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<b>KS2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Summer 1</b>
<b>Cycle A 24/25</b>	<p align="center"><b>From the Dales, to the city, to the Coast – Yorkshire Has It All!</b></p> <p>Children will explore Yorkshire as a county and discover the incredible variety it offers—from rolling hills and peaceful countryside in the Dales, to the busy streets of Bradford, and the dramatic coastline along the North Sea. They will investigate how land is used in different areas, such as farming, housing, industry, and tourism, and how this has changed over time. In part one: Children will begin by exploring their own local area, identifying physical and human features and considering how the landscape has developed.</p>	<p align="center"><b>From the Dales, to the city, to the Coast – Yorkshire Has It All!</b></p> <p><b>In part two:</b> They will then compare this with Bradford, using maps, photographs, and fieldwork during a visit to the city. Along the way, pupils will also learn about the cultural diversity found across Yorkshire and how different communities live and work in these varied environments.</p>	<p align="center"><b>.Can You Time Travel on Planet Earth?</b></p> <p>In this exciting topic, children will explore how different parts of the world experience time differently. They will learn about time zones and why it might be morning in one country while it's night in another. Using maps and globes, children will investigate key geographical concepts such as the Equator, latitude, and longitude, and how these help us understand where places are on Earth. Pupils will also explore how location affects climate, daylight, and even how people live. Through engaging activities, they'll discover how geography connects us across the globe—and whether time travel is possible (at least on a clock!).</p>
	<p><b>National Curriculum links</b></p> <p align="center"><b>Locational knowledge</b></p> <p>Name and locate counties and cities in the UK. Children will be able to locate Yorkshire on a map and identify boarder counties and the major cities and key human and physical features</p> <p align="center"><b>Place Knowledge</b></p> <p>Understand the geographical similarities and differences of human and physical geography between the different areas of Yorkshire.</p> <p align="center"><b>Human and Physical Geography</b></p> <p>Contrasting locality - comparing Bradford to Wharfedale</p> <p align="center"><b>Fieldwork</b></p> <p>Geography trip to Bradford - Sketch maps and plans along with digital technology to record observations</p>	<p><b>National Curriculum links</b></p> <p align="center"><b>Human and Physical Geography</b></p> <p>Children will look at the different types of land use across Yorkshire and how it has changed over time Look at how canals shaped the trading links in the areas and how this has changed over time</p> <p align="center"><b>Field Work</b></p> <p>Use maps/ digital maps to locate counties and regions and describe the features studied Use the eight points of a compass, OS maps, 4 figure grid references symbols and keys</p>	<p><b>National Curriculum links</b></p> <p align="center"><b>Locational Knowledge</b></p> <p>Children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p align="center"><b>Field work</b></p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>They will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world)</p>

<p><b>Cycle B</b> <b>25/26</b></p>	<p style="text-align: center;"><b>Roaming around Italy</b></p> <p>In this topic, children will journey through the beautiful and varied landscapes of Italy. From snowy mountains in the north to sunny beaches in the south, they will explore how the land changes across the country and how this affects where people live and work. Children will learn about the physical features of Italy, such as mountains, rivers, and coastlines, and human features like cities, villages, and farmland. They will investigate how land is used differently in various regions—for example, growing olives and grapes in the south, and farming rice and wheat in the north. By comparing these areas, pupils will discover the similarities and differences in how people live across Italy and how geography shapes everyday life.</p>	<p style="text-align: center;"><b>Does Italy roar?</b></p> <p>In this dramatic and fascinating topic, children will explore the powerful forces beneath the Earth's surface. They will learn how <b>volcanoes</b> and <b>earthquakes</b> form, and why Italy experiences both. From Mount Vesuvius to Etna, pupils will investigate how these natural events shape the land and affect the lives of people who live nearby. Children will discover how communities prepare for and respond to these events, and how people have adapted to living in areas with active volcanoes and earthquake risks. Through maps, diagrams, and case studies, they'll gain a deeper understanding of the Earth's structure and the impact of natural hazards on human life.</p>	<p style="text-align: center;"><b>Should we encourage visitors to our honey pots?</b></p> <p>In this topic, children will investigate the impact of tourism on the Yorkshire Dales, one of the UK's most popular countryside destinations. They will explore what makes a place a 'honeypot'—a location that attracts lots of visitors—and consider the benefits and challenges tourism brings to local people, the environment, and the economy. Through maps, surveys, and a field study, pupils will examine how land is used in the Dales and how tourism affects it. They will look at issues such as footpath erosion, litter, traffic, and the need for facilities, while also recognising the value tourism brings to rural communities. Children will be encouraged to think critically: Should we encourage more visitors, or protect these special places from too much change?</p>
	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Locate the world's countries using maps to focus on Europe</p> <p style="text-align: center;"><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p style="text-align: center;"><b>Human and Physical geography</b></p> <p>Describe key aspects of the physical geography of Italy including mountains Compare climate zones and how the land is used between the Northern and Southern Italy and how this effects food that is grown</p>	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Locational Knowledge</b></p> <p>Use maps to locate volcanoes around the world particularly focusing on Europe, North and South American</p> <p style="text-align: center;"><b>Human and physical geography</b></p> <p>Describe the different features of a volcano, different types of volcanoes and why they erupt. Describe the different types of earthquakes and why they happen.</p>	<p><b>National Curriculum links</b></p> <p style="text-align: center;"><b>Skills and Fieldwork</b></p> <p>Children will use OS maps to build their knowledge of the area around the Yorkshire Three Peaks and the key topographical features of the area. They will be able to use symbols and six figure grid references to locate features Children will use fieldwork to observe, measure and record and present their findings of how humans impact on the area including sketch maps, plans, graphs and digital technologies</p>

<p><b>Cycle C</b> <b>26/27</b></p>	<p style="text-align: center;"><b>What makes a biome a home?</b></p> <p>In this topic, children will explore the amazing variety of biomes found across our planet—from tropical rainforests and deserts to tundra and grasslands. They will learn what a biome is, how it is shaped by climate, and what makes each one unique. Children will investigate the physical features of different biomes, such as temperature, rainfall, and vegetation, and discover how animals and people adapt to live in these environments. Through maps, case studies, and creative activities, pupils will understand how biomes support life and why they are important to the health of our planet.</p>	<p style="text-align: center;"><b>Too hot, too cold, just right? What will the world look like in 3022?</b></p> <p>In this thought-provoking topic, children will explore the different climate zones around the world—from the icy poles to the scorching deserts and everything in between. They will learn how climate affects the land, wildlife, and how people live, and begin to understand the science behind global warming and climate change. Using maps, data, and creative thinking, pupils will investigate how the Earth's climate has changed over time and imagine what it might look like in the year 3022. Will some places become too hot to live in? Will others become colder or wetter? Children will use their geographical knowledge to make predictions and consider how humans can protect the planet for future generations.</p>	<p style="text-align: center;"><b>Where does my Food come from?</b></p> <p>In this topic, children will explore the journey food takes from farm to fork. They will investigate where different types of food come from around the world and how climate, land use, and farming methods affect what is grown and produced in different places. Children will learn about the physical geography that supports farming—such as soil, weather, and terrain—and the human geography involved in food production, including trade, transport, and global connections. They will also consider the environmental impact of food miles and how choices we make can affect people and places across the planet.</p>
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	<p><b>National Curriculum links</b></p> <p><b>Locational Knowledge</b> Locate the world’s countries using maps in North and South America Identify the position of the countries of South America in the Northern and southern hemisphere and equator</p> <p><b>Human and Physical Geography</b> Investigate biomes, climate and vegetation belts around <b>the world</b></p> <p><b>Geographical Skills and Fieldwork</b>  Children will use fieldwork to observe, measure and record and present their findings to show if they live in a biome</p>	<p><b>National Curriculum links</b></p> <p><b>Locational Knowledge</b> Locate the world’s countries using maps in Europe and central/South America Identify the position of the countries in the northern and southern hemisphere and equator</p> <p><b>Place Knowledge</b> Understand the geographical human and physical differences and similarities through the study of a regions and continents and the affect that humans are having on them</p> <p><b>Human and Physical Geography</b> Compare UK, Norway and Brazil with a specific focus on how landscapes and land use is changing in the face of climate change and population increases Compare Climate zones and explore the impact climate change has had on the weather patterns</p> <p>Explore the distribution of natural resources across the world</p>	<p><b>National Curriculum links</b></p> <p><b>Place knowledge</b> Understand similarities and differences between framing in their local area and Central America</p> <p><b>Human and Physical</b> Describe and understand key aspects of human geography including trade links, natural resources and food.</p> <p><b>Geographical Skills and Fieldwork - Where does my food come from?</b> Children will conduct surveys to find out how their food is sourced in their local area.</p> <p>Children will use fieldwork to observe, measure and record and present their findings and write recommendations of how our food could be more sustainable.</p>
<p><b>Cycle D 27/28</b></p>	<p><b>Go with the Flow – The Wharfe</b> In this topic, children will dive into the journey of a river— following the flow of the River Wharfe from its source in the hills to where it meets the sea. They will learn how rivers are formed, the features found along their course (like meanders, waterfalls, and floodplains), and how rivers shape the land around them. Through maps, diagrams, and fieldwork, pupils will explore the physical geography of the River Wharfe and investigate how people use and live alongside rivers. They will also consider the impact of rivers on settlements, farming, and tourism, and how rivers can change over time.</p>	<p><b>Go with the Flow – The Amazon to the rainforest</b> In this topic, children will follow the journey of the mighty Amazon River as it winds through one of the most important ecosystems on Earth—the Amazon Rainforest. They will explore how rivers shape the land and support life, and discover the unique features of the rainforest biome. Children will learn about the physical geography of the Amazon, including its climate, vegetation, and wildlife, and investigate how people live in and around the rainforest. They will also consider the importance of the Amazon to the planet and the challenges it faces, such as deforestation and climate change. Through maps, case studies, and creative activities, pupils will gain a deeper understanding of how rivers and biomes are connected and why they matter.</p>	<p><b>Where do I want to settle?</b> In this topic, children will explore what makes a good place to live. They will learn about different types of settlements—from villages and towns to cities—and investigate the reasons why people choose to live in certain places. Using maps, case studies, and geographical tools, pupils will consider important factors such as access to water, shelter, transport, land use, and natural resources. They will compare different locations and decide where they would choose to settle, thinking like early settlers and modern planners. Through discussion and creative tasks, children will develop their understanding of how geography influences human decisions and shapes communities.</p>
	<p><b>Locational knowledge</b> Name and locate the UK’s surrounding seas. Locate rivers on maps, globes and atlases.</p> <p><b>Human &amp; physical geography</b> Describe and understand key aspects of rivers and the water cycle. Describe how shape and use of the river has changed over time and how human activity affects rivers Explain how and why many cities of the world are situated by rivers Describe the journey of a river from source to mouth using key geographical terminology Describe the impact of pollution on the river, including farming.</p> <p><b>Geographical skills &amp; fieldwork</b> Sketches of our local river Investigation of life source in the river and plantation around the river Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p><b>National Curriculum links</b></p> <p><b>Locational Knowledge</b> Name and locate counties and cities of a map of UK and their Identifying human and physical characteristics, key topographical features</p> <p><b>Place Knowledge</b> Understand the similarities and differences between our local area and an area of Brazil</p> <p><b>Human &amp; physical geography</b> Describe and understand key aspects of: physical geography including rivers, vegetation belts and human geography land use and the distribution of natural resources</p>	<p><b>National Curriculum links</b></p> <p><b>Human &amp; physical geography</b> Children will research and investigate settlements including use of current land in current settlements and compare it to their new knowledge of settlements in Anglo –Saxon and Viking times.</p> <p><b>Geographical skills and Field work</b> Use maps, atlases and digital maps to locate countries and describe features studied. Use symbols and keys (including the use of OS maps) to build knowledge of the UK.</p>

