



Cowling Community Primary School
Supporting Excellence In Education
Geography Long term plan



EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|---|----------|--|--|---|----------|
| | Explore our local area. To look at where we live. | | Compare Cowling to Finland. What are the similarities and differences in winter? | Local environment. Who looks after where we live? How can we help to look after it too? (Green Cross Code) | Comparing environments. Using maps and globes to identify England and other countries that we have looked at during topics throughout the year. Create our own maps | |



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| | Block | KS1 | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------|-------|---|--|--|
| Year A | 1 | <p><u>Cowling - What is it like to live in Cowling?</u> Locational knowledge - 2, Place knowledge Human and physical geography - 2 Geographical skills and fieldwork - 1, 3, 4</p> <p>Why now? We have positioned this block at the beginning of the year because we believe it is important for our children to study the human and physical geography of Cowling because it helps them to understand their local community. We feel it is a good way to start the year - looking at where we are in the world before progressing onto other areas of the world.</p> | <p><u>The UK</u> Locational knowledge - 2, 3 Geographical skills and fieldwork - 1, 2</p> <p>Why now? We have positioned this block at the beginning of the year as it creates a perfect opportunity to revisit and build on the KS1 locational knowledge taught in our 'We are Britain' block. It also provides children with some key knowledge about Britain before children learn about this year's History blocks.</p> | <p><u>Raging Rivers</u> Locational knowledge - 1, 2 Human and physical geography - 1, 2 Geographical skills and fieldwork - 1</p> <p>Why now? We have positioned this block in UKS2 because it builds on the knowledge taught in LSK2, for example: children have prior knowledge of locating key rivers of the UK.</p> <p>This year only children learn all around the world instead because these children have not yet been taught locational knowledge 3 but have already been taught about rivers. Ensure the work UKS2 children do is more challenging.</p> |
| | 3 | <p><u>The UK - We are Britain</u> Locational knowledge - 2, Human and physical geography - 1,2 Geographical skills and fieldwork - 1, 2, 3</p> <p>Why now? This block builds on the locational knowledge the children have gained in block 1 (Cowling is a village in the country England). They learn to name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. It also prepares children for their learning in KS2 - 'The UK' and their next History block by providing children with some prior knowledge about castles. It</p> | <p><u>All Around the World</u> Locational knowledge - 3 Geographical skills and fieldwork - 1</p> <p>Why now? We have positioned this block after children have completed the 'Earth and Space' block because we feel this builds on the knowledge children have learnt in that block. It also provides opportunities for children to revisit and build on the knowledge taught in block 1 when comparing and describing the key features of the polar regions and comparing them to the UK. It also builds on KS1</p> | <p><u>Marvellous Maps</u> Locational knowledge - 1, 2 Geographical skills and fieldwork - 1, 2</p> <p>Why now? We feel the content in this unit is more suited to UKS2.</p> |



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| | | compliments their Science learning on 'seasons' too. | Knowledge when children compare the climate of the tropics with the UK climate and allows children to learn essential vocabulary which they will use and apply when identifying areas of the world containing rainforests in their next geography block. | |
| 5 | <p><u>The World - What is it like to live in Kampong Ayer?</u></p> <p>Locational knowledge - 1, 2 Place knowledge Human and physical geography - 1, 2 Geographical skills and fieldwork - 1</p> <p>Why now? This block builds on the place knowledge the children have gained in block 1 enabling children to understand geographical similarities and differences between Cowling and Kampong Ayer.</p> | <p><u>Rainforests</u></p> <p>Locational knowledge - 1, 3 Place knowledge - compare the Amazon rainforest and Sherwood Forest. Human and physical geography - 1, 2 Geographical skills and fieldwork - 1</p> <p>Why now? We have positioned this block at the end of the year because it provides good opportunities for children to build on the geography knowledge taught this year.</p> | <p><u>The Amazing Americas</u></p> <p>Locational knowledge - 1, 3, Place knowledge - a region of North America. Human and physical geography - 1 Geographical skills and fieldwork - 1, 3</p> <p>Why now? We have positioned this block in UKS2 because it builds on the knowledge taught in LSK2, for example - children will be given the opportunity to use geographical terminology taught in 'all around the world' to describe the location and characteristics of a range of places across the Americas. We have also positioned this block here to allow our children to have an enjoyable and memorable experience of fieldwork.</p> | |



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| | Block | KS1 | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------|-------|--|--|--|
| Year B | 2 | <p><u>Cowling - Our school and its surrounding environment</u> Locational knowledge - 2 Human and physical geography - 2 Geographical skills and fieldwork - 1, 2, 3, 4</p> <p>Why now? We believe it is important for our children to learn about our school and its surrounding environment because it helps them to understand their local community. We feel it is a good way to start the year - looking at where we are in the world before progressing onto other areas of the world. It also provides children with some knowledge of their school now before they learn about their school in the past at the end of this year.</p> | <p><u>Enough for Everyone</u> Locational knowledge - 2 Human and physical geography - 2 Geographical skills and fieldwork - 1</p> <p>Why now? In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. We are teaching this block now as we feel it builds perfectly on the knowledge children have gained in their 'Britain's settlement by Anglo-Saxons and Scots' and 'Electricity' blocks.</p> | <p><u>Exploring Eastern Europe</u> Locational knowledge - 1 Place knowledge Human and physical geography - 2 Geographical skills and fieldwork - 1</p> <p>Why now? We have positioned this block in UKS2 because it builds on the knowledge taught in LSK2.</p> |
| | 4 | <p><u>The World and the UK - Let's go on an adventure around our wonderful world (include climate change)</u> Locational knowledge - 1 Human and physical geography - 1, 2 Geographical skills and fieldwork - 1</p> <p>Why now? This block builds on the locational knowledge the children have gained in block 2. They discover that England is located in the continent of Europe. It also ensures children have gained vital prior knowledge about the location of the world's 7 continents and 5 oceans before they learn about some of them in more detail in KS2.</p> | <p><u>What is it like to live in Whitby?</u> Locational knowledge - 2 Place knowledge - a region of the UK Geographical skills and fieldwork - 3 - trip to Whitby!</p> <p>Why now? This block builds perfectly on the KS1 block 'What is it like to live in Cowling?'. We have positioned this block here to allow our children to have an enjoyable and memorable experience on their trip to Whitby.</p> | <p><u>Mountains, volcanoes and earthquakes</u> https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ Locational knowledge - 1 Place knowledge - understanding geographical similarities and differences between the UK, Europe and North and South America Human and physical geography - 1</p> <p>Why now? We have positioned this block in UKS2 because it builds on the knowledge taught in LSK2, for example: the science of rocks. It is also useful for children to have an understanding of metals and changes of state in this topic (as the earth's core is made of molten metal and magma is molten rock), and these are taught in UKS2 materials science, so positioning this block here and teaching</p> |



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| | | | | mountains, volcanoes and earthquakes together maximises the opportunities to build on these scientific concepts. |
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