Geography Long Term Plan Y1 2025-26

	Autumn Term		Spring Term		Summer Term	
Topic	Our Local Area What is it like where we live?		People and their communities Where in the world do these people live?		Animals and their habitats (science link) Where do our favourite animals live?	
Sticky Knowledge	1. Know what is meant by their local area and talk about different landmarks e.g. green space, church and shops 2. Know what is meant by near, far, often and rarely 3. Explain what a map is and read simple symbols		1. Name and locate the world's seven continents 2. Know the difference between human and physical geography 3. Talk confidently about the coastline 4. Compare hot, wet and dry climates 5. Know where the equator is		1. Name and locate the seven continents 2. Understand and explain how the continents are different using vocab-warmer, drier, colder 3. Name the mains seas and oceans around the world 4. Explain what the words environment and migration mean	
Vocabulary	Cafe, shops, place of worship, bus stop, church, hospital, car park, university, river, park, playground, field, bungalow, semi-detached house and school, United Kingdom	Local Area Map Near Far Often Rarely NSEW symbols Route Location land mark plan above aerial view grid	Journey, Coach, car, train, aeroplane, school, buildings, landmark, Sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, Rainforest, home, different, tall trees, animals, Africa, Timbuktu, Mali, mosque, Continent, country, city, capital, mountains, harbour, sea,	Globe, world map England, Ireland, Scotland and Wales, world, remote, hot, wet,dry, climate, equator, same, different, similar, continent, country, city	Europe, Africa, North America, South America, Oceania, Asia, Antarctica, Great Britain, Ireland, North Pole, South Pole, Southern Ocean, polar, emperor penguin, China, Indonesia, Pakistan, Bangladesh, Turkey, India, Russia, Japan, underwater, Arctic, Atlantic, Indian, (South) Pacific and Southern, Australia, Ningaloo Reef, harmless, filter feeders, shark, warm and cold water. Various seas such as Coral Sea, Tasman sea. Namibia, carnival, emperor penguin, red panda, whale shark, savannah, herd Africa, South Africa	World, continent, ocean, country hot, cold, wet, dry, windy, calm, snowy, ocean, sea, journey, distance, far, near, land, sea, air, warmer, spring, summer, autumn winter, globe, migration
Locational Knowledge			Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	
Place Knowledge			Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	

Badger Hill PRIMARY SCHOOL

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Human and Physical Geography		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.
Geography/Fieldwork skills	Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map. Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Depending on the location of your school, you might be able to link to a community which has settled there over time, to extend or adapt this unit. Historic examples might be immigration into cities and districts in East London, North Manchester, North Birmingham, East Glasgow, or many more small city, town or localised examples. This might lead to a field trip to investigate these links, or you might like to invite a guest speaker to talk to your class. This will need to be done sensitively and in an inclusive and supportive manner, particularly with children of this age. Again the focus on breaking down barriers and misconceptions about the people, places and environments that are near them is important.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
Suggested Tasks	-Plan a route of their journey to school -create a collage of near and far places -create a map of the classroom -field trip within the local area -identify an aerial view of the local area -create a class map using ordnance survey symbols	-Use OS map to identify countries in the United Kingdom and get ready to plan a journey -Revisit local area and key landmarks -talk about local seaside areas and remind children of water safety -recreate a coast line looking at human and physical features -use a world map to locate Brazil-think about similarities and differences -Write a postcard -Describe and compare different cities around the world -Create opportunities for children to book holidays -	-revisit continents and the equator. -create a trip to the Antarctic -learn about Red Pandas and how their climate is suited to them - identify oceans across the world and how animals migrate -recreate the African environment through the eyes of a elephant -talk about how different continents can be and how this affects which animals live there -introduce the idea of migration-revise and recap the different continents -create environments for different animals to live in
	They will answer this through the creation of their big map. The children can be observed and then questioned about what they	The children will be asked to describe a journey they might take. Can children talk confidently about where they live, identify the UK on a	The children will create an environment for a different animal. They will use the knowledge about the human and physical

Assessment opportunities	have made. They can be asked if they can remember the journey, discuss how they would recreate a part of the journey, and then create abstract symbols for the map or suggest ones that might be useful for the map. Use the unit quiz to support assessment and link back to the sticky knowledge	map and talk about different continents? Are they able to describe human and physical geography of a city in a different climate? Use the unit quiz to support assessment and link back to the sticky knowledge.	geography of the environment and can they talk about the animals journey? Use the unit quiz to support assessment and link back to sticky knowledge
Previous and past Learning	*See EYFS focus for geography* **Next Steps:** **Coasts Y3**	*See EYFS focus for geography* **Next Steps:** **The Americas Y4**	*See EYFS focus for geography* **Next Steps:** **Weather and Seasons Y2**