

Geography – Long Term Plan 2025-2026

Year group	Autumn	Spring	Summer
Seedlings (N2)	I can notice changes within the environment.	I can use a variety of senses to explore the natural world.	I can recognise different areas of school I can talk about and describe what I can see, hear, touch and smell.
Acorns (N3)	I can talk about familiar features of my local environment	I understand that there are places outside our local environment and compare the similarities and differences between these and where I live.	I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.
Reception	I can describe what I see, hear and feel whilst outside.	I can recognise some environments that are different to the one in which I live. I can recognise some similarities and differences between life in this country and life in other countries.	I can 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. I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

Geography – Long Term Plan 2025-2026

Year group	Autumn	Spring	Summer
Year 1	Where do we fit in the world? - Locating the United Kingdom in the world and the four countries it is made from. - Naming the seven continents.	A fieldwork study in the school grounds. Exploring and observing the geography of the school grounds including human and physical features.	What do other places in the UK look like? Identifying the human and physical features of Warrington and comparing it to other places.
Year 2	What lies beyond Warrington? Use world maps, atlases and globes to identify and name continents, oceans, the countries in the UK and the surrounding seas.	How does the wider world compare with Warrington? Comparing the geography of Warrington to the Amazon Rainforest in Brazil including human and physical features.	A fieldwork study in the local area. Exploring and observing the geography of the local area including human and physical features.
Year 3	What are the different types of settlements in the UK? Locating and comparing counties, cities, towns and villages in the UK	How does Warrington compare to other places in the North West? Comparing the geography of Warrington and the Lake District including physical and human features and economic activity.	A fieldwork study at a beach. - Conducting a geographical enquiry at a beach. - Observing, measuring and identifying physical and human features at a beach.
Year 4	What might I find in Europe? - Locating European countries and their capital cities. - Comparing geography of Catalonia in Spain to the North west region of the UK.	What are the key features of mountains? - Locating mountains in Europe and describe their key features. - Describing key aspects of the Pyrenees mountain range.	A fieldwork study at a river. - Locating rivers in Europe - Identifying the key features of a river - Conducting a geographical enquiry at a local river using digital technologies.

Geography – Long Term Plan 2025-2026

Year group	Autumn	Spring	Summer
Year 5	What will I find across the Atlantic Ocean? - Locating countries, states and cities in North and South America. - Using mapping skills to build knowledge of North and South America.	Why do people want to live in America? - Comparing geography of regions in North and South America to the North West region of the UK. - Describing trade links, economic activity and distribution of natural resources in North and South America.	A fieldwork study in a forest. - Understanding biomes and vegetation belts. - Planning and conducting a geographical enquiry in a forest.
Year 6	What is it like at the summit of the world? - Locating countries and cities around the world. - Describing the keys aspects of the Himalayan mountain range.	Why do people choose to live in dangerous places? - Understanding the geography of a range of earthquake zones/volcanic regions around the world. - Demonstrating how volcanoes are formed and Earthquakes happen.	A fieldwork study about issues in the local area. - Investigating a specific issue that is affecting their local area and residents. - Exploring social, economic or environmental issues - Communicating the outcomes of their enquiry in different ways.