

East Ravendale Geography Overview – Long Term Plan

Cycle	Term	Golden Thread	EYFS	Y1/2	Y3/4	Y5/6
Cycle A - 2022-2023	Autumn 1	Geography driver – The World	Our school	Our local area – East Ravendale	Our location - UK	Our location – the big wide world
			<p><i>EYFS Profile:</i></p> <p><i>Learning early map skills through stories:</i></p> <ul style="list-style-type: none"> To draw information from a simple map. To understand that some places are special to members of their community. To describe what they see, hear and feel whilst outside. To understand the changing seasons. 	<p><i>KS1 NC Objectives:</i></p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> To 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. To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<p><i>KS2 NC Objectives:</i></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p><i>KS2 NC Objectives:</i></p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> 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>Locational knowledge:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
			<p><u>Core Knowledge:</u></p> <p>To know weather changes with the seasons.</p> <p>To know some trees change in the Autumn and drop leaves.</p> <p>To know some animals prepare for Winter in Autumn.</p> <p>To know some animals hibernate.</p>	<p><u>Core Knowledge:</u></p> <p>To know where our school is</p> <p>To know what is in and around our school.</p> <p>To know what human and physical features are.</p> <p>To understand what a map is</p> <p>To recognise features on a map.</p>	<p><u>Core Knowledge:</u></p> <p>To be able to locate Lincolnshire on a map of the UK.</p> <p>To know which counties neighbour Lincolnshire.</p> <p>To understand the topography of Lincolnshire.</p>	<p><u>Core Knowledge:</u></p> <p>To explain what a compass is used for.</p> <p>To learn how to use a compass</p> <p>To be able to read a 4 figure grid reference map.</p> <p>To be able to read map symbols.</p> <p>To identify features on an OS map.</p>



			<p>To know it gets colder in the Autumn. To know our senses are; hear, see, taste, feel and smell.</p>		<p>To understand different land uses and what Lincolnshire is used for. To know where England sits within the UK and Europe.</p>	
			<p><u>Why here? Why now?</u></p> <p><i>Pupils will learn about the immediate environment of the school and the grounds. It will prepare them for Year 1 where they will learn more about East Ravendale.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>To develop knowledge of the local area wider than school. To prepare to look at UK in LKS2.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>This builds on knowledge from KS1 local area study and pupils need to have knowledge about the UK in order to develop understanding of the world.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>Build on LKS2 knowledge of our location (UK based). To support next geography focus of South America developing pupils' understanding of where we are in a global context.</i></p>
			<p><u>Key vocabulary:</u></p> <p><i>outside, inside, school, hall corridor, playground, playzone, outside classroom, trim trail, the nest, office, map, building, shed, house</i></p>	<p><u>Key vocabulary:</u></p> <p>Y1 – maps, globe, symbols, near, far, left, right</p> <p>Y2 – atlas, compass points, north, south, east, west, <u>symbols</u>, World map, <u>globe</u>, aerial photograph, landmarks, features, route, key</p>	<p><u>Key vocabulary:</u></p> <p>Y3 – United Kingdom (UK), Europe, Russia, North America, South America, border, country (ies)</p> <p>Y4 – geographical, region, characteristics, topographical, land-use, patterns, British Isles, Great Britain, Island, locate</p>	<p><u>Key vocabulary:</u></p> <p>Y5 – 6 figure grid, references, annotations, relative</p> <p>Y6 – geographical questions</p>
			Field to Fork	Lincolnshire: what do we produce?	European and UK Trade	Fair Trade and South America
			<p><u>EYFS Profile:</u></p> <ul style="list-style-type: none"> <i>To understand the effect of changing seasons on the natural world around them.</i> <i>To understand that some environments are different from the one in which they live.</i> <i>To describe what they hear, feel and see whilst outside.</i> <i>Explore the natural world around them.</i> 	<p><u>KS1 NC Objectives:</u></p> <p>Human and physical geography:</p> <p><i>To use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> 	<p><u>KS2 NC Objectives:</u></p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> 	<p><u>KS2 NC Objectives:</u></p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i>
Spring 1	Geography driver -	Trade				

		<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. To draw information from a simple map. 	<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Locational knowledge: <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	Locational knowledge: <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
		<u>Core Knowledge:</u> To know the differences between the 4 seasons. To know the seasons are; Autumn, Winter, Spring and Summer. To know what a globe is. To know what a map is. To know other countries are different in lots of ways.	<u>Core Knowledge:</u> To know where Lincolnshire is on a map of the UK. To know the compass points of North, East, South and West. To recognise human and physical features within Lincolnshire. To locate places within Lincolnshire on a map, including human and physical features. To know examples of Lincolnshire produce.	<u>Core Knowledge:</u> To locate Europe on a map and know other continents. To know the meaning of trade and why countries trade. To understand the meaning of import and export. To know what goods the UK imports and exports. To know how goods are traded.	<u>Core Knowledge:</u> To know where South America is located on Earth. To know what Fair Trade is. To know what types of settlement are in South America. To know what the land uses of South America are. To know what the imports and exports of South America are.
		<u>Why here? Why now?</u> <i>Children will consider what we eat and where it comes from in preparation for Year 1 where they will investigate Lincolnshire and its food production.</i>	<u>Why here? Why now?</u> <i>To develop understanding of local trade and farming industry in the Wolds. To link learning to previous learning about harvest.</i>	<u>Why here? Why now?</u> <i>Expand pupil knowledge of local produce to UK/European trade. To build a foundation of knowledge for studying fair trade in Y5/6.</i>	<u>Why here? Why now?</u> <i>Children can expand their knowledge of local and UK-wide trade to a wider context. To develop knowledge of produce from this location. To investigate this location in order to access Mayans history focus.</i>
		<u>Key vocabulary:</u> <i>fruits and vegetables. sow, grow, plant, bulb, seed, fresh, natural,</i>	<u>Key vocabulary:</u> <i>Y1 – jobs, map, town, village, farm, shop, factory</i>	<u>Key vocabulary:</u> <i>Y3 – impact, tourism, weather, seasons, locality, regional, import, export, land use</i>	<u>Key vocabulary:</u> <i>Y5 – geographical location, economy, economic, human</i>

			<i>tractor, combine harvester, farmer</i>	<i>Y2 – local area, locality, facility, sketch map, labels, key features, hill, valley, soil, vegetation</i>	<i>Y4 – pollution, human activity, source, economic activity, trade links, minerals, natural resources</i>	<i>features, settlement, land use, compare</i> <i>Y6 – criteria, population, aspects, biome, vegetation belt</i>
			The seaside	The British Isles	Natural Disasters	Greenwich Mean Time
			<i>EYFS Profile</i>	<i>KS1 NC Objectives:</i>	<i>KS2 NC Objectives:</i>	<i>KS2 NC Objectives:</i>
			<ul style="list-style-type: none"> <i>To explore the natural world around them.</i> <i>To describe what they feel, hear and see whilst outside.</i> <i>To recognise some environments that are different from the one in which they live.</i> <p><i>To understand the effect of changing seasons on the natural world around them.</i></p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <i>name and locate the world's seven continents and five oceans</i> <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <i>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.</i> <i>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</i> 	<p>Physical geography:</p> <ul style="list-style-type: none"> <i>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <i>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)</i>
Summer 1	Geography driver –	Planet Earth	<u>Core Knowledge:</u>	<u>Core Knowledge:</u>	<u>Core Knowledge:</u>	<u>Core Knowledge:</u>

			<p>To identify land and sea on a globe and map. To know that the seaside can be a place to visit for a holiday or day out. To know places in the countryside do not have a beach or sea.</p>	<p>To locate the British Isles on a map. To locate the continents and oceans. To understand how to use a globe. To know the countries within the British Isles. To know the capital cities within the British Isles.</p>	<p>To know that there are disasters in the world that happen and are not preventable. That there are different types of natural disaster (such as volcanos, earthquakes and droughts.) To be able to map the locations of well-known natural disasters on a larger scale map. To know the effects a natural disaster can have on a town/country.</p>	<p>To know different countries are in different time zones. To know that some countries have more than one time zone To know where the Meridien Line runs. To know what Longitude and Latitude is. To know what the Hemispheres are and locate on a map. To know where the Tropics of Cancer and Capricorn are. To know where the Arctic and Antarctic Circle are.</p>
			<p><u>Why here? Why now?</u></p> <p><i>Building on learning about their immediate environment by broadening horizons. Will feed into Year 1 learning about the British Isles.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>To develop basic atlas skills and understanding of the wider UK.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>Links to trade and how natural disasters affect trade. Builds on learning in EYFS (natural world) and KS1 (oceans, weather).</i></p>	<p><u>Why here? Why now?</u></p> <p><i>We live within driving distance of the Greenwich Meridian Line. We want to deepen pupils' understanding of specific geographical features in a global context.</i></p>
			<p><u>Key vocabulary:</u></p> <p><i>beach, sea, sand, shells, seashore, waves, promenade, rock pool, tide</i></p>	<p><u>Key vocabulary:</u></p> <p><i>Y1 - country, capital city, continent, ocean, sea, British Isles, United Kingdom (UK), equator</i></p> <p><i>Y2 - England, Wales, Scotland, Northern Ireland, similarities</i></p>	<p><u>Key vocabulary:</u></p> <p><i>Y3 – volcano, earthquake, physical feature, weather, season, mountains, locality</i></p> <p><i>Y4 – eruption, disaster, devastation, relief, tsunami</i></p>	<p><u>Key vocabulary:</u></p> <p><i>Y5 – Europe, geographical, port, European Union, time zones</i></p> <p><i>Y6 – latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Greenwich Meridian</i></p>

Cycle B – 2023-2024



Cycle	Term	Golden Thread	EYFS	Y1/2	Y3/4	Y5/6
			Weather	City and Coast	The Water Cycle	Coastal Erosion
			<p><i>EYFS Profile</i></p> <ul style="list-style-type: none"> To draw information from simple maps. To recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. To describe see, feel and hear whilst outside. To recognise some environments that are different from the one in which they live. <p><i>To understand the effect of changing seasons on the natural world around them.</i></p>	<p><i>KS1 NC Objectives:</i></p> <p>Human and physical geography:</p> <p><i>To use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p><i>KS2 NC Objectives:</i></p> <p>Physical geography:</p> <ul style="list-style-type: none"> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p><i>KS2 NC Objectives:</i></p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
	Autumn 1	<p>Geography driver –</p> <p style="text-align: center;">Water</p>	<p><u>Core Knowledge:</u></p> <p>To know that the weather in England differs to the weather in different countries.</p>	<p><u>Core Knowledge:</u></p> <p>To know where the major cities are located within the UK.</p>	<p><u>Core Knowledge:</u></p> <p>To know why water is so important in the world.</p>	<p><u>Core Knowledge:</u></p> <p>To be able to use maps to identify the Seas and Oceans around the UK/World</p>

			<p>To know what the weather is usually like in different seasons. To know what we need to wear during different weathers.</p>	<p>To know what the coast is and what are the features of the coast. To know why people visit the coast and why people visit the city. To be able to express a preference in visiting either city or coast.</p>	<p>To know what types of water we find on the Earth. To know how far a drop of water can travel. To know the stages of the water cycle. To know how rain clouds are formed.</p>	<p>To know why coasts erode To know how we can stop coasts eroding To know the ethical implications of coasts eroding To know how Cleethorpes has been affected by Coastal erosion.</p>
			<p><u>Why here? Why now?</u></p> <p>Children will be observing weather and having opportunities to consider weather being different in other places. This understanding will be developed in Year 1 learning about the UK and other countries.</p>	<p><u>Why here? Why now?</u></p> <p>Building on learning in cycle 1; children need an understanding of countries within the UK in order to understand countries and seas from around the world.</p>	<p><u>Why here? Why now?</u></p> <p>Links learning about weathers. Pupils need to have an understanding of the water cycle and seas in order to access learning on coastal erosion in Y5/6.</p>	<p><u>Why here? Why now?</u></p> <p>Builds on knowledge of rivers and coasts from KS1 and the water cycle in LKS2. Develop an understanding of how coasts change – direct links to Cleethorpes and the East Coast.</p>
			<p>Key vocabulary: rain, wind, snow, hail, water, ice, sun, warm, cold</p>	<p>Key vocabulary:</p> <p>Y1 – beach, cliff, coast, river, town, city, village</p> <p>Y2 – local area, locality, key features, ocean, season</p>	<p>Key vocabulary:</p> <p>Y3 – water cycle, evaporation, precipitation, condensation, solid, liquid, gas</p> <p>Y4 – transpiration, runoff, source</p>	<p>Key vocabulary:</p> <p>Y5 – erosion, cliff, abrasion, bank, basin, gorge</p> <p>Y6 – hydraulic action, ravine, precipice</p>
			Transport	Kenya vs. England	Europe – what’s so great about the Mediterranean?	North America
Spring 1	Geography driver - Holidays		<p>EYFS Profile</p> <ul style="list-style-type: none"> To recognise some similarities and differences between life in this country and life in other countries. To recognise some environments that are different from the one in which they live. 	<p>KS1 NC Objectives:</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> 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 	<p>KS2 NC Objectives:</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> 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, and a 	<p>KS2 NC Objectives:</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> 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, and a

		<ul style="list-style-type: none"> To draw information from a simple map. 	<i>contrasting non-European country.</i>	<i>region within North or South America.</i>	<i>region within North or South America.</i>
		<p><u>Core Knowledge:</u> To identify ways in which they travel to different places (e.g. school, shops etc). To know that buses and trains can you take you to different towns. To know that we have to travel via plane or boat to get to another country. To know that people buy tickets to travel on public transport. To know that we need a passport to travel abroad.</p>	<p><u>Core Knowledge:</u> To able to compare and contrast the human and physical features of Kenya and England. To know the differences in climate between the two countries. To compare and contrast how people live in the two countries. To explain how people in England would visit Kenya and vice versa.</p>	<p><u>Core Knowledge:</u> To locate the Mediterranean on a map. To describe the key human features of the Mediterranean. To compare and contrast the Mediterranean and Cleethorpes. To understand why people visit the Mediterranean. To debate the reasons for and against the Mediterranean being a popular place to visit.</p>	<p><u>Core Knowledge:</u> To know the key locations in North America To know why someone would visit North America What is there to do surrounding Human Geography in North America What is there to do surrounding Physical Geography in North America How can tourism be more sustainable in North America</p>
		<p><u>Why here? Why now?</u></p> <p><i>Children will be given opportunities to explore different parts of the North East Lincolnshire, UK and the rest of the world.</i></p>	<p><i>Why here? Why now?</i></p> <p><i>Continue to develop and expand map and atlas skills. Develop their comparisons of the world begun in EYFS.</i></p>	<p><i>Why here? Why now?</i></p> <p><i>Pupils now have an understanding of weather as one reason why the Med is a popular destination for Brits. Links made to North Africa and the bridge to the wider world.</i></p>	<p><i>Why here? Why now?</i></p> <p><i>This builds directly on our global understanding of our location from studying Europe in LKS2. This will support pupils' understanding for the following history focus on historical slavery by giving pupils a context of the location of North America and the Caribbean.</i></p>
		<p><i>Key vocabulary:</i></p> <p><i>Land, sea, track, air, sail</i></p>	<p><i>Key vocabulary:</i></p> <p><i>Y1 – similar, different, equator, hot, cold, far, near, distance, climate</i></p> <p><i>Y2 – continent, Africa, Europe</i></p>	<p><i>Key vocabulary:</i></p> <p><i>Y3 – ordnance survey, grid reference, European, package holiday, tourism</i></p> <p><i>Y4 – environmental, region, language</i></p>	<p><i>Key vocabulary:</i></p> <p><i>Y5 – tribes, settlement, indigenous</i></p> <p><i>Y6 – physical, residential, generation</i></p>
Summer 1	Geography driver -	Animals	Weather and Seasons	Shrinking Planet	How can we save our planet?
		<i>EYFS Profile</i>	<i>KS1 NC Objectives:</i>	<i>KS2 NC Objectives:</i>	<i>KS2 NC Objectives:</i>

		<p>Climate</p> <ul style="list-style-type: none"> To explore the natural world around them. To describe what they hear, smell and see. To recognise some environments that are different from the one in which they live. 	<p>Human and physical geography:</p> <ul style="list-style-type: none"> 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. 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Physical geography:</p> <ul style="list-style-type: none"> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>Human and physical geography:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
		<p><u>Core Knowledge:</u></p> <p>To know the difference between wild and domestic animals. To describe where animals live. To describe what different animals eat. To know how people care for animals. To know that some animals live in cold habitats and others live in warm habitats.</p>	<p><u>Core Knowledge:</u></p> <p>To know how seasons change across the globe. To know that some countries have different seasons to the ones we experience in the UK. To know which countries experience extremes of weather. To know the impact that weather can have on people's lives.</p>	<p><u>Core Knowledge:</u></p> <p>To know the key causes of Global warming. To understand how the world is affected by climate change. To know key areas around the globe that are affected by Global Warming and the effects it has had. To understand how changes in weather extremes are the result of Global Warming. To understand how this affects the habitats of animals.</p>	<p><u>Core Knowledge:</u></p> <p>To consider how we can slow the effects of global warming. To know how we can help fix the effects of global warming at East Ravendale. To know how we can work towards a more sustainable planet. To know some of the ways in which companies are becoming more sustainable.</p>
		<p><u>Why here? Why now?</u></p> <p><i>Pupils will have the opportunity to explore and observe animals and their habitats. This will involve learning about climates</i></p>	<p><u>Why here? Why now?</u></p> <p><i>Develop understanding of the seasons from EYFS and prepare</i></p>	<p><u>Why here? Why now?</u></p> <p><i>Pupils have knowledge about weather (KS1) and the water cycle (LKS2) and can develop an understanding of how this</i></p>	<p><u>Why here? Why now?</u></p> <p><i>Directly links to prior learning on extreme weather and the 'shrinking planet'. Pupils will be able to utilise knowledge studied</i></p>

			<p><i>which will prepare children in Year 1.</i></p>	<p><i>for LKS2 learning about extreme weather.</i></p>	<p><i>affects the planet. Pupils can use knowledge of trade to begin to investigate how the way we live affects our planet. Directly links to Y5/6 learning on saving the planet.</i></p>	<p><i>via trade, global warming and weather.</i></p>
			<p><i>Key vocabulary:</i> <i>land, sea, minibeasts, nest, eggs, hatch, young, parts of animals. animals young</i></p>	<p><i>Key vocabulary:</i> <i>Y1 – climate, similarity, North Pole, South Pole, seasons, equator</i> <i>Y2 – hemisphere, locality, compass points</i></p>	<p><i>Key vocabulary:</i> <i>Y3 – tectonic plate, sea level</i> <i>Y4 - tropical, temperate</i></p>	<p><i>Key vocabulary:</i> <i>Y5 – biomass, conservation</i> <i>Y6 - Globalisation</i></p>