



Bearpark Primary School: Geography Long Term Plan 2026/27: Cycle A

Year	Autumn	Spring	Summer
Nursery Reception	Early years outcomes for Geography are taken from the following areas of learning: Understanding the World: People and Communities and The World – See EYFS Curriculum for coverage		
Yrs 1&2 Cycle A	<p>Topic: Where are we in the World? Continents and Oceans and The United Kingdom</p> <p>Key questions:</p> <ul style="list-style-type: none"> Does the Earth have a top and a bottom? What do the children think is most remarkable about the Earth? What is the UK like? What are the key differences between the countries of the UK? Where is the UK in relation to other countries? <p>NC: Locational Knowledge and Physical Geography</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> 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 UK and its surrounding seas use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Key Skills and Fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Topic: What's it like in Bearpark? Our School and where we live</p> <p>Key questions:</p> <ul style="list-style-type: none"> Where is our school and what is it like? What do we like about our school and how could we make it better? How do we get to school and what are the best/safest routes for walking? What do we mean by the local area? What are the key features in our local area? What is our locality like? <p>NC: Place Knowledge and Human and Physical Geography</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> develop knowledge about the world, the United Kingdom and their locality. <p>use basic geographical vocabulary to refer to:</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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Key Skills and Fieldwork:</p> <ul style="list-style-type: none"> 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 aerial photographs and plan perspectives to recognise landmarks and basic human and 	<p>Topic: Where are the hot and cold places on Earth? Weather and Seasons and Hot and Cold Places</p> <p>Key questions:</p> <ul style="list-style-type: none"> What is the weather like today? How do we measure and record the weather? What do we expect the weather to be like in different seasons? What is the relationship between climate and habitat? How do climates appear to be changing? <p>NC: Human and Physical Geography</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Key Skills and Fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the UK 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



physical features; devise a simple map; and use and construct basic symbols in a key

- 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.



Year	Autumn	Spring	Summer
Yrs 3&4 Cycle A	<p>TOPIC: Using and making maps and UK cities and counties</p> <p>Key questions:</p> <ul style="list-style-type: none"> Is there any difference between a map and a drawing of a place? When do you use maps and where do you see them? Are there some types of map which you prefer to others? Why do people want to live in towns and cities? Where might be the best place to build a new city in your area or elsewhere in the UK? Why can't all counties and administrative districts be the same size? <p>NC: Locational Knowledge</p> <p>Key Knowledge:</p> <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; name and locate counties and cities of the United Kingdom; 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>Key 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 the eight points of a compass, four and six-figure grid references, symbols and key 	<p>TOPIC: UK regions and The Lake District</p> <p>Key questions:</p> <ul style="list-style-type: none"> How large is a region? Do regions have clear boundaries? Why is land used in different ways? Where is the Lake District? What is the weather and landscape like and why? What are the key issues affecting the Lake District? <p>NC: Locational and Place Knowledge</p> <p>Key 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; 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 region within North or South America <p>Key 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 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>TOPIC: Europe and The Shape of the Land</p> <p>Key questions:</p> <ul style="list-style-type: none"> What makes Europe distinctive? In what ways are Pyrenees/Spain and the UK similar or different? Why do many people seem to like mountain landscapes? How are rivers and mountains made? What do people use rivers for and why? <p>NC: Locational and Place Knowledge</p> <p>Key Knowledge:</p> <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 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 region within North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Key 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



	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
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Year	Autumn	Spring	Summer
Yrs 5&6 Cycle A	<p>TOPIC: Mapping the World and The Earth in Space</p> <p>Key questions:</p> <ul style="list-style-type: none"> Why are grids useful? Why is it impossible for a place to have a latitude of more than 90 degrees and a longitude of more than 180 degrees? Does the world map always have to have north at the top? What causes day and night? How does the tilt in the Earth's axis cause the seasons? What is the significance of the tropics of Cancer and Capricorn? <p>NC: Locational Knowledge</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> 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>Key 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 	<p>TOPIC: Biomes and vegetation belts and world countries and capitals</p> <p>Key questions:</p> <ul style="list-style-type: none"> Why is climate the key factor in determining the nature and extent of a biome? Which biomes are the most important ecologically? What are the differences between a region and a country? Is there an ideal size for a country? Why is the capital sometimes not the biggest city? If we didn't have countries what difference would it make? <p>NC: Human and Physical Geography and Locational Knowledge</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <p>Key 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 	<p>TOPIC: North America</p> <p>Key questions:</p> <ul style="list-style-type: none"> What are the most significant landscapes and regions in North America? Why is the USA the most powerful country in North America even though it is not the largest? <p>NC: Locational and Place Knowledge</p> <p>Key Knowledge:</p> <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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North or South America <p>Key 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



Bearpark Primary School: Geography Long Term Plan 2025/26: Cycle B

Yrs1/2
Cycle B

TOPIC: Routes and journeys

Key questions:

- What is the difference between a route and a journey?
- What is the best way to convey a route that we know to another person?
- Why do routes sometimes twist and bend rather than taking straight lines?

NC: Locational and Place Knowledge

Key Knowledge:

- develop knowledge about the world, the UK and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Skills and Fieldwork:

- 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
- 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

TOPIC: Mountains, rivers and coasts and Villages, towns and cities

Key questions:

- What are the most important landscape features?
- What is the difference between a hill and a mountain?
- At what point does a river end and the sea begin?
- What is the difference between a village, town and city?
- Are there villages in other countries apart from the UK?

NC: Human and Physical Geography

Key Knowledge:

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Key Skills and Fieldwork:

- 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
- 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

TOPIC: Learning about Sri Lanka

Key questions:

- What is Sri Lanka like?
- In what ways is Sri Lanka similar to and different from the UK?

NC: Place Knowledge

Key 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

Key Skills and Fieldwork:

- 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 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



	<ul style="list-style-type: none"> • 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. • 		
<p>Yrs3/4 Cycle B</p>	<p>TOPIC: Volcanoes, earthquakes and tsunamis</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is a volcano? • Where are they in the world? • Why do people live near them? • How do we know when one is about to erupt? • What are earthquakes? • What are tsunamis? • How do they happen and what damage do they cause? <p>NC Links: Physical Geography</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Key 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 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>TOPIC: Water and the water cycle</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is water the most important natural resource of all? • Why do we need to be careful how much water we consume? <p>NC Links: Human and Physical Geography</p> <p>Key Knowledge: 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>Key Skills and Fieldwork:</p> <ul style="list-style-type: none"> • 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>TOPIC: Celebrating our world</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What inspired people to explore unknown lands and oceans? • What is it that we most value about the Earth? • Are there any habitable planets in the universe apart from the Earth? <p>NC Links: Locational and Place knowledge</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge <p>Key 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



**Yrs5/6
Cycle B**

TOPIC: Settlement and migration and trade and economic activity

Key questions:

- Is there a maximum size for cities or will they go on growing ever larger?
- Does it matter if someone doesn't belong to any particular country and is stateless?
- What is the difference between work and leisure?
- Which type of work is most important – primary, secondary or tertiary?
- Why do countries that supply raw materials often get a very low price for their goods?
- Is economic prosperity the only way to measure development?

NC: Human Geography

Key Knowledge:

describe and understand key aspects of:

- 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

Key Skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

TOPIC: South America

Key questions:

- What are the key features of South America?
- What different regions are there?
- What environmental issues affect the continent?

NC: Locational and Place Knowledge

Key Knowledge:

- 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
- 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 region within North or South America

Key Skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

TOPIC: Natural resources and sustainable living

Key questions:

- Are countries with the most natural resources always the richest?
- Which natural resources are the most important?
- How can we look after ourselves as well as the environment?
- How are local choices that we make connected to global issues?
- What kind of future do we want?

NC: Human Geography

Key Knowledge:

describe and understand key aspects of:

- 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

Key Skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied