Holy Family Catholic Primary School Geography – Intent and Long-Term Plan 2025-2026	
In our holy family, we all thrive socially, academically and spiritually to our fullest potential. Understanding our world as geographers ensures we can thrive in our diverse community and beyond. Having a wide knowledge of people and places supports our children as they grow into adults and discover the world both academically and spiritually. Therefore, we strive to provide the highest quality geography education for all, creating confident individuals who accept difference and know how they can have a positive impact the physical and human world in which they live.	
National Curriculum Purpose of study	A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
National Curriculum Aims	The national curriculum for geography aims to ensure that all pupils: ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ♣ are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Development Matters National Curriculum objectives Our Learning Intentions	FS1	FS2
	Development Matters: Understanding the world involves guiding children to make sense of their physical world and their community. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Draw information from a simple map Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them. Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them	
	Year 1	Year 2

	Pupils should be taught to: ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 name the seven continents and five oceans. To identify the four countries and capital cities of the United Kingdom To have had experiences of map work using atlases and globes. To talk about what maps and globes are used for including differences between them To understand geographical similarities and differences through studying the human and physical geography of Worksop. To know the difference between physical and human geography, including examples. To match key human and physical vocabulary to pictures. To ask and answer the geographical questions linked to a familiar place.	Pupils should be taught to: ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied To understand geographical similarities and differences through studying the human and physical geography of Worksop, and of a town in contrasting location in a non-European country To use basic geographical vocabulary to refer to physical features: **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**

	To use the compass directions N, S, E and W for example pointing to South when told where North is. To use aerial photographs of Worksop and the capital cities of the UK to find basic human and physical features. To devise a simple map with a key To talk about activities they have taken part in during Outdoor Education and begin to use simple fieldwork skills.	**Human features: city, town, village, factory, farm, house, office, port, harbour and shop** To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? To use simple compass directions (**N, S, E and W**) and locational and directional language [for example, **near and far; left and right**], to describe the location of features and routes on a map. To use aerial photographs to recognise landmarks and basic human and physical features To devise a simple map; and use and construct basic symbols in a key and simple grid references To observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

	Year 3	Year 4
	Pupils should be taught to: ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 To locate the world's countries including Europe, Russia, North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To use atlases, globes and google earth to locate features studied. To understand geographical similarities and differences through studying the human and physical geography of South America.	Pupils should be taught to: ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 To locate the world's countries, including Europe, Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	To have covered the physical features of rivers and the water cycle To have covered different types of settlements (hamlets, villages, towns and cities) and recognise the human features within the different type and size of settlement – linked to South America and the rainforest. To have covered eight point compass, symbols and keys to communicate knowledge of the United Kingdom and the wider world. To be able to talk about how they have been able 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.	To 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. To describe key aspects of physical features: rivers, mountains, volcanoes and earthquakes and the water cycle. To describe key aspects of human features: settlements and land use To use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. To 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.

	Year 5	Year 6
	Pupils should be taught to: ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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	Pupils should be taught to: ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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 ♣ 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
	To locate counties and cities of the UK, the geographical regions and some human and physical characteristics To locate the equator, Northern and southern hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic Circle. To use globes atlases, digital mapping to navigate the world.	To 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.

	To talk about how locations around the world are changing and explain some of the reasons for change To describe geographical diversity across the world including – desert, tundra, taiga, grassland, Savanah, marine and fresh water To describe and understand key aspects of **physical geography**, including: **climate zones, biomes and vegetation belts** To use the eight points of a compass and four figured grid references To create maps of locations identifying patterns for climate zones and height of land	To confidently use globes, atlases and digital mapping to navigate the world and explain locations To describe how locations around the world are changing and explain some of the reasons for change. To describe how countries and geographical regions are **interconnected** and **interdependent** Todescribe and understand key aspects **of human geography**, including: **settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies** To use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world To create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Implementation

In Geography pupils are introduced to a wide range of topics within the medium term plans, which are clearly linked to the RED themes each half term. Each year in the Autumn 1 children learn about their local area and the community in which they live. Teachers have the flexibility to teach the units in a way that suits their timetable and the needs of the class, whether through individual lessons across a few weeks or blocked into longer sessions.It is expected that sequences of lesson within the slides mirror the MT plan that has been produced and shared by the coordinator. The slides should be stored centrally in the curriculum folder for Geography and History. A memory quiz should take place at the start of each lesson. This could be linked to ANY area of learning previously taught within Geography or History. The memory quiz should be followed with the knowledge organiser, recapping the chronology for the unit and a recap of the location of the area of study.

The knowledge organisers are colour coded per year group and the vocabulary has been carefully planned to reduce the cognitive load for children. The lessons content is shared through slides with include the LI, the LI is taken from the MT plans. Within lessons models and WAGOLL's may sometimes be used where appropriate including clips and you tube links. Opportunities should be provided for the children to work in a variety of ways including TP's, whiteboards, group work, outdoor education, fieldwork and residentials. Work in Geography no longer requires the LI at the start of each new piece of work. The LI's are present on an assessment grid provided by the lead, which also forms the MT planning. Work should be marked on the grid following the whole school marking policy, this will in turn form assessment judgements and planning adaptations. It should be clear from the slides how children are going to be able to meet the LI, therefore there is no separate sequence required. If the slides do not clearly show the progression, the coordinator will ask that a separate sequence planning document is completed to ensure this. From September 2025, only the slide format provided by the lead should be used. This has changed due to the success of the RE curriculum and it's impact across school. There is no expectation for a set number of pieces of work within Geography, however opportunities must be provided to meet the LI's set out within the MT planning as these must be clear within slides and evidenced within books and the class story book. For example a session outdoors or a school visit would have a photo in the class book, this does not need to be stuck in every book. Each half term the children must start a new unit of work linked to RED. Carrying work over isn't ideal as this then leads to a delay within the new curriculum and learning starting. The high expectations in English books should be seen across the Geography books. The books should look very similar to each other.Each unit of work in Geography must start with the knowledge organiser, assessment grid and world / local map to show the location of where the children are learning about. This can then be referred back to as part of the teaching slides.

Geography – Unit Organisation and Vocabulary							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Experiences throughout the wider curriculum	Worksop as a Market Town	Worksop The Priory Gatehouse and Cenotaph	Worksop the Railway and Chesterfield Canal	Manton Colliery and the local mining community	Worksop Gateway to the Dukeries	War and Worksop Retford Road Cemetry
Autumn 2							
Spring 1							Where does our food come from? Journeys and trade links / Imports and Exports. Fairtrade, bananas, India, Global Economy
Spring 2		India – City V. Village	Case Study: Sri Lanka	Water – Water Cycle and the Amazon	Biomes around the world	Water – Water Cycle Mountains Case Study – Canada / North America	
Summer 1			Saving our planet - pollution	Saving the Planet – What is Climate?	Europe – Italy Study of Campania a region in Italy	Saving the Planet – What is the impact of global warming? Earth's natural resources	Natural Disasters – Tsunamis – The impact of the Indian Ocean 2004 Tsunami on Thailand
Summer 2		The United Kingdom - London					