Unit Planner: Geography

Curriculum Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Past and present:** How have I changed over time? What was life like for a 4/5 year old in the past? **People cultures and Communities:** Who is important to me? What places are special to me? Who is in our community and what do they do? (people who help us)		**Past and present:** How has Coalbrookdale changed over time? How has transport changed over time? **People cultures and Communities:** What places are special to others and why? Who is in our community and what do they do? (farmers)		**Past and present:** How is our world changing? How can we look after it? **People cultures and Communities:** What is life like in different countries? Who is in our community and what do they do? (Zookeeper)	
Curriculum Connections	All about me People who help us Celebrations		Farming Landscapes Transport		Life cycles of plants and animals Habitats Weather	
Core Knowledge	**Who is important to me?** A family is a group of people who care for each other. Families can look different. People in families have different roles. Friends are part of our school community. **What places are special to me?** A place is somewhere people live or visit. Home and school are places in our local area. Some places are special for different reasons. We should care for places that are important to us.		**How has Coalbrookdale changed over time?** Coalbrookdale is the place where we live/go to school. Coalbrookdale has buildings that are very old. There used to be more factories in Coalbrookdale. Some parts of Coalbrookdale look different now. **How has transport changed over time?** Transport helps people travel from one place to another.		**How is our world changing?** The world includes land, water and living things. Places can change over time. Weather can change from day to day. Seasons change during the year. People can change places by building, cutting down trees or creating roads. **How can we look after it?** We should care for our environment. Rubbish should go in bins. Recycling helps reduce waste. We should look after plants and animals. **What is life like in different countries?**	

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	We live in Coalbrookdale/Telford. We live in England. **Who is in our community and what do they do?** *(People who help us)* There are different jobs in our community. People who help us include teachers, doctors, nurses, police officers and firefighters. These people help keep us safe and healthy.		Roads and railways help people move around. In the past, people travelled in different ways. Transport today can move people further and faster. **What places are special to others and why?** Children will know that: Different people have different special places. A place can be special because of family, worship or memories. Some people go to church as a special place. We should respect places that are important to others. **Who is in our community and what do they do? (Farmers)** Farmers work in the countryside. A farm is a place where food is grown or animals are kept. Food such as milk, eggs and vegetables comes from farms. Farmers help provide food for our community. The countryside is different from towns and cities.		The world is made up of different countries. England is the country where we live. Some countries are hotter or colder than England. Homes and schools can look different in other countries. People may wear different clothes or eat different foods in different countries. Children around the world go to school and have families. **Who is in our community and what do they do? (Zookeeper)** A zookeeper looks after animals. Zookeepers work in zoos. Zoos are places where animals are cared for. Zookeepers help keep animals safe and healthy. Some animals come from different countries.	

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Year 1		What are the amazing spaces and places in the UK? (Locating countries in the UK)		Local Study How is our local area changing and why? (Physical Features)		Why is the weather so important? (Seasonal weather patterns)
Curriculum Connections		Art: Collage				Science: Weather patterns, Plants Art: Painting the weather
Core Knowledge and skills		Learn that the **United Kingdom** is made up of **England, Scotland, Wales and Northern Ireland**, and begin to locate them on a map. Identify and name the **capital cities**: London, Edinburgh, Cardiff and Belfast. Use simple **map skills**, including recognising the shape of the UK and understanding that a map shows places from above.		Identify physical features in the local area such as **hills, rivers, forests, bridges**, and know that the **River Severn** flows through the region. Recognise human features in Coalbrookdale, including **houses, roads, shops, museums**, and describe how these may be changing. Begin to use **simple fieldwork**		Learn that the UK has **four seasons**—spring, summer, autumn and winter—and recognise typical weather in each. Identify different types of weather such as **rain, sunshine, cloud, wind, snow**, and understand how they affect daily life. Begin to observe and record **daily weather patterns**

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		▯ Begin to understand **basic compass directions**: north, south, east and west. ▯ Use vocabulary such as *country*, *capital city*, *island*, *nation*, and *United Kingdom*. ▯ Ask geographical questions like *"Where is this place?"*, *"What can I see on the map?"*, and compare features of the four nations.		**skills** such as looking closely, drawing what they see, and talking about changes in buildings or land use. ▯ Use maps, photographs and simple plans to spot **differences between past and present** in the local area. ▯ Use vocabulary such as *river*, *bridge*, *valley*, *village*, *town*, *change*, and *local area*. ▯ Ask geographical questions like *"What has changed here?"*, *"Why is this building here?"*, and *"What is different in the picture from long ago?"*.		using simple charts or drawings. ▯ Understand basic geographical vocabulary including *season*, *temperature*, *rainfall*, *windy*, *forecast*, and *weather*. ▯ Use simple maps of the UK to talk about where weather may be different (e.g., "It's colder in the north"). ▯ Ask weather questions such as *"What is the weather like today?"*, *"How does the weather change?"*, and *"What should we wear in this season?"*.

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Year 2	How do continents and oceans shape our world?		Why are some parts of our world Hot and others Cold?			How is India different to the UK?
Curriculum Connections						Art: Indian Art
Core Knowledge and skills	Learn that Earth is divided into **seven continents** (Africa, Antarctica, Asia, Europe, North America, South America, Australia) and **five oceans** (Pacific, Atlantic, Indian, Arctic, Southern). Locate continents and oceans on a **world map and globe**, recognising that maps are flat and globes are spherical. Use vocabulary such as *continent*, *ocean*, *equator*, *Northern Hemisphere*, and		Know that places near the **equator** are usually **hot**, while places near the **North and South Poles** are usually **cold**. Identify and locate **hot places** (e.g., Sahara Desert) and **cold places** (e.g., Arctic) on a world map or globe. Use geographical vocabulary such as *climate*, *temperature*, *tropical*, *polar*, *desert*, *Arctic*, and *equator*. Compare weather, animals, and landscapes in			Locate **India** on a world map and recognise that it is in the continent of **Asia**, while the UK is in **Europe**. Learn that India has different **weather and seasons**, including **monsoon rains**, and compare these to UK weather patterns. Identify important **physical features** in India (mountains, rivers, forests) and **human features** (cities, temples, transport). Use geographical vocabulary

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	Southern Hemisphere. • Begin to understand that the **equator** is an imaginary line around the middle of the Earth and affects climate and temperature. • Use simple map skills such as identifying shapes of continents and using a **key/legend**. • Ask geographical questions like *"Which continent is this?"*, *"Which ocean is nearest?"*, and *"How do we know where places are on a globe?"*.		hot and cold locations using **photographs, videos, and simple data** (e.g., temperature charts). • Begin to recognise global patterns, e.g., *"Hot places are close to the equator"*. • Ask questions like *"Why is this place hot?"*, *"How do people live in these climates?"*, and *"What clues does the map give me?"*.			including *country*, *continent*, *monsoon*, *climate*, *city*, *village*, and *landmark*. • Compare different aspects of life in India and the UK—homes, food, clothing, weather—using **photos, maps, books, and simple charts**. • Ask questions such as *"How is this place similar or different to where we live?"*, *"Why does India have different weather?"*, and *"What do the pictures and maps tell us?"*.

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Year 3		Local Study: How is Birmingham different to where we live? *Settlement and land use* *Minerals and water* *Birmingham City Centre* *Equator/Tropics* *Elam Valley (distribution of water)*	What are the physical and human characteristics of the UK?			What food do we eat from Nigeria? *(Time zones, GMT* *Food distribution* *Nigeria Trade + Links)*
Curriculum Connections		Art: Birmingham Drawings	Year 1: UK Art: Painting			Art: Making Nigerian Masks Y2: Climate Y5: Brazil - trade
Core Knowledge and skills		⍰ Identify Birmingham as a **major UK city** and compare it with Coalbrookdale/Telford as a **smaller town and rural-industrial area**, using vocabulary such as	⍰ Identify the **four countries of the UK** and their **capital cities**, and locate major physical features such as **mountains (e.g., Snowdonia, Ben Nevis), rivers (e.g.,**			⍰ Locate **Nigeria** on a world map and identify it as part of **West Africa**, comparing its position to the UK in **Europe**. ⍰ Learn that Nigeria produces foods

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		urban, *rural*, *city*, *village*, and *land use*. Recognise and describe different **land uses** in both areas (e.g., housing, shops, industry, green space, canals, transport routes). Learn how **physical features** (River Severn, surrounding hills, valley landscapes) differ from Birmingham's more **built-up environment**. Use **maps, aerial photos, and digital maps** to identify features, compare layouts, and understand how settlements grow. Begin to use **4-figure grid references** and symbols on OS-style maps to locate key features.	**Thames, Severn), and coastlines**. Understand differences between **human features** (towns, roads, buildings, transport networks) and **physical features** (mountains, rivers, lakes, cliffs). Learn key vocabulary such as *region*, *county*, *landscape*, *population*, *mountain range*, and *transport network*. Use UK maps to identify **regions**, **counties**, and **landscape types**, beginning to recognise patterns (e.g., mountains in the north and west). Interpret **maps, atlases, photographs, and diagrams** to			such as **yam, cassava, cocoa, peanuts, plantain, and palm oil**, and understand why its climate supports these crops. Understand concepts of **trade** and **imports**, learning that the UK buys food from many countries because of climate differences. Use vocabulary such as *climate*, *tropics*, *import*, *export*, *trade*, *produce*, and *farming*. Use maps, atlases, images, and simple data to compare the **climate, land use, and farming** in Nigeria and the UK. Ask questions such as *"Why can this food grow*

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		▯ Ask geographical questions such as *“Why did people settle here?”*, *“How has land use changed?”*, and *“What makes a city different from a town?”*.	describe how the UK’s landscape varies from place to place. ▯ Ask questions such as *“What physical features shape this region?”*, *“Why do people live here?”*, and *“How do human and physical features affect each other?”*.			*here?”*, *“How does it reach the UK?”*, and *“Why do countries trade with each other?”*.

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Year 4		Who are our European neighbours: A Greek study? *Northern Hemisphere* *Southern Hemisphere* *Arctic/Antarctic* *Settlement and land use*	How do rivers shape the human and physical geography of the UK? Water cycle River Severn			Are all mountains the same?
Curriculum Connections		DT: Greek Buildings Modroc				
Core Knowledge and skills		Locate **Greece** on a map of **Europe**, identify its capital city (**Athens**), and understand that it is part of the **European Union**. Learn key physical features of Greece such as **mountain ranges, islands, coastline, and climate**	Understand the **journey of a river**, including source, tributary, meander, floodplain and mouth, using the **River Severn** as a local case study. Learn how rivers influence **human geography**, such as settlement, transport, farming,			Learn that mountains are formed in different ways (e.g., **fold mountains, volcanic mountains, fault-block mountains**) and know examples of each.

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		(Mediterranean), and compare them with features of the UK. ▯ Identify human features including **settlements, tourism, transport, and land use**, understanding how these differ from those in the UK. ▯ Use geographical vocabulary such as *continent*, *Europe*, *climate*, *Mediterranean*, *tourism*, and *land use*. ▯ Use maps, atlases, aerial photographs, and digital mapping to compare landscapes and settlements in Greece and the UK. ▯ Ask geographical questions like *"How does Greece's climate influence how people live?"* and *"Why are some parts of Greece*	tourism, and industry. ▯ Study the **water cycle**, knowing key vocabulary such as *evaporation*, *condensation*, *precipitation*, and *run-off*. ▯ Identify major UK rivers (Severn, Thames, Trent, Tay) and locate them on maps and atlases. ▯ Use OS-style maps to read **symbols, grid references, and river features**, linking these to fieldwork observations where possible. ▯ Ask questions such as *"Why do towns grow near rivers?"*, *"How does the water cycle affect weather and flooding?"*, and *"How does the River*			▯ Identify major **mountain ranges in the UK** (e.g., **Scottish Highlands, Snowdonia, Lake District, Pennines**) and locate key mountains on maps. ▯ Compare UK mountains with world examples such as the **Alps, Himalayas, and Rockies**, recognising differences in height, climate, and formation. ▯ Use vocabulary such as *summit*, *ridge*, *altitude*, *range*, *fold mountains*, *volcanic mountains*, and *erosion*. ▯ Interpret maps and satellite images to recognise

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		more populated than others?".	*Severn shape local life?"*.			mountain features, elevation, and terrain using **contour lines**. Ask questions such as *"How was this mountain formed?"*, *"Why do climates change with altitude?"*, and *"How do mountains affect where people live?"*.

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Year 5		How different is Brazil to the UK? *Economic activity* *Trade links*	How much of an impact do volcanoes have on the world?			How do different biomes shape life in Japan? *Tropics of Cancer and Capricorn* *Climate zones* *Biomes* *Vegetation belts*
Curriculum Connections		Art: Brazilian Street Art/Printing				Art: Japanese Painting
Core Knowledge and skills		Locate **Brazil** on a world map and identify key physical features such as the **Amazon Rainforest**, **Amazon River**, and major cities including **Brasília** and **Rio de Janeiro**. Compare Brazil and the UK in terms of **climate zones**, land use, population, and	Learn what **volcanoes** are and how they form at **tectonic plate boundaries**, using vocabulary including *magma*, *lava*, *crater*, *eruption*, *mantle*, and *plate boundary*. Locate major volcanic regions			Learn what **biomes** are and identify major world biomes such as **temperate forests, deserts, grasslands, tundra**, and **tropical forests**. Locate **Japan** on a world map and identify the main biomes found there, including **temperate**

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		physical geography, using maps, climate graphs, and photographs. Understand Brazil's major **economic activities**, including farming (soy, coffee, sugar), mining, and forestry. Learn about **trade links** between the UK and Brazil, including imports such as **coffee, sugar, fruit, and timber**. Understand the concept of **Fairtrade**, why it exists, and how Fairtrade products (e.g., cocoa, coffee) support farmers' rights and incomes. Ask questions such as *"How does climate affect what a country can produce?"*, *"Why does the UK trade with Brazil?"*, and *"How do human and*	around the world such as the **Ring of Fire**, and identify active, dormant, and extinct volcanoes. Understand the **effects of volcanic eruptions**, including destruction, ash clouds, climate impact, new land formation, and fertile soils. Study human responses to volcanoes, including **evacuation plans**, monitoring, and the reasons why people still live near volcanoes (e.g., fertile land, tourism). Use **maps, diagrams, satellite images** and cross-sections to interpret volcanic features and global patterns.			**forests**, **montane (mountain) biomes**, and areas influenced by **subtropical climates**. Understand how biomes in Japan influence **animals, plants, farming, settlement**, and daily life. Use vocabulary such as *biome*, *ecosystem*, *climate zone*, *flora*, *fauna*, and *adaptation*. Interpret maps, diagrams and climate data to understand how **temperature, rainfall, and altitude** shape Japan's environments. Ask questions such as *"How does the biome affect what people can grow?"*, *"Why are*

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		physical features shape life there?”.	Ask questions such as *“Why do volcanoes occur in the same places?”*, *“What are the advantages and disadvantages of living near one?”*, and *“How do eruptions affect people and the environment?”*.			*Japan’s mountains important to its climate?”*, and *“How do people adapt to different environments?”*.

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Year 6		What features of Quebec make it so unique to Canada? *Toronto* *Energy Transport*	How do modern explorers read maps? *4 and 6 figure grid* *Time zones*			How do different biomes shape life around the world? Desert and Rainforest study Amazon + Benthall Woods
Curriculum Connections		Art: How can we capture the beauty of Quebec's architecture?				
Core Knowledge and skills		Locate **Quebec** and **Toronto** on a map of Canada, identifying the provinces of **Quebec** and **Ontario**, and understand how Canada is divided into provinces and territories. Learn key physical features of Quebec, including the **St. Lawrence River**,	Learn how to read **4-figure grid references** to locate squares on a map, and **6-figure grid references** to locate exact points. Use **OS map symbols**, keys, contour lines and scales to interpret terrain, height, and land use.			Identify and describe major **global biomes**, including rainforests, tundra, deserts, grasslands, and temperate forests. Locate the **Amazon Rainforest** in South America and **Benthall**

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		forests, mountains, and cold winter climate, and compare them with Toronto's more urban, southern location. Understand that Quebec has a strong **French-speaking identity**, using vocabulary such as *province*, *bilingual*, *Francophone*, *culture*, and *heritage*. Explore how **energy and transport** shape life in Quebec, including hydroelectric power, shipping along the St. Lawrence, and rail/road links. Use maps, atlases, aerial images and climate graphs to compare physical and human features of Quebec and Toronto. Ask questions such as *"How does climate affect life in these*	Develop fieldwork skills such as measuring, observing, sketching, and recording data linked to local geography studies. Use vocabulary including *longitude*, *latitude*, *grid reference*, *symbol*, *scale*, *topography*, and *orientation*. Apply map skills in outdoor learning: following routes, identifying physical and human features, and comparing maps with real-world observations. Ask geographical questions such as *"What does the map tell us before we visit?"*, *"How do contour lines show the landscape?"*, and *"How accurate*			**Woods** in the UK, recognising their different climates and ecosystems. Compare how climate, rainfall, and temperature influence the **plants, animals and human activity** found in each biome. Use vocabulary such as *biome*, *ecosystem*, *canopy*, *understory*, *biodiversity*, *temperate*, and *adaptation*. Interpret **climate graphs, maps, photographs, and data** to understand how environmental factors shape life in tropical and temperate forests. Ask questions such as *"How do*

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		cities?”, *“Why is hydroelectric power important to Quebec?”* and *“How do physical features shape transport routes?”*.	*is our fieldwork compared to the map?”*.			*people use the rainforest differently to a temperate forest?”*, *“What adaptations help species survive?”*, and *“How does climate influence land use?”*.