London Colney Long Term Subject Plan – Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**UW: Past and Present** Begins to talk about themselves and family events. Look at photos or baby items and talks about changing overtime.	**UW: Past and Present** Talks about events from their own experiences. Begin to understand time through celebrations and routines.	**UW: Past and Present** Shares memories from recent holidays or events. Beginning to use language related to time (e.g., yesterday, last week).	**UW: Past and Present** Retell events in order using sequencing language (first, then, next). Talks about how they have changed.	**UW: Past and Present** Talks about how things have changed in their own life. Begins to recall events in the correct order with more detail.	**UW: Past and Present** Compare now and then using personal timelines (e.g., baby →toddler→ now). Talks about upcoming changes (e.g., new class, turning 4).
	UW: The Natural World Uses senses to explore natural materials (e.g., leaves, water, sticks). Talks about the weather and simple seasonal changes.	**UW: The Natural World** Observes animals and plants associated with the season. Describes changes in weather.	**UW: The Natural World** Talks about cold weather and ice, snow, or frost. Explores simple properties of materials (melting ice, dissolving sugar).	**UW: The Natural World** Observes and talks about signs of spring (e.g., buds, lambs, baby animals). Begins to talk about plant growth and life cycles through stories and play.	**UW: The Natural World** Investigates minibeasts and simple habitats outdoors. Sorts natural objects (e.g., shells, stones, leaves) and discusses properties.	**UW: The Natural World** Compares environments (e.g., forest, beach, city) using stories and play. Describes how to care for nature.

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Reception	**UW: Past and Present** Talks about events in their own life. Shares memories of things that happened 'when I was little". Begins to understand the difference between past and present.	**UW: Past and Present** Talks about changes over time. Compare past and present experiences (e.g., old toys vs new ones). Begins to recognise historical characters/events through story or images.	**UW: Past and Present** Retells simple past events using time-related language. Talks about changes over time in familiar people or places.	**UW: Past and Present** Retells events in order using sequencing language (first, then, next). Talks about how they have changed.	**UW: Past and Present** Talks about how things have changed in their own life. Begins to recall events in the correct order with more detail.	**UW: Past and Present** Compares now and then using personal timelines (e.g., baby → toddler →now) Talks about upcoming changes (e.g., new class, turning 4)
	UW: The Natural World Explores signs of autumn. Names and explore features of the natural world using all senses. Begins to ask questions about what they see outdoors.	**UW: The Natural World** Describe seasonal weather and day/night changes. Explores and describes different materials and their properties. Observes animals that appear in winter or hibernate.	**UW: The Natural World** Observes and talks about signs of winter and early spring. Make predictions (e.g., what might happen to a snowman in the sun). Compares materials in different states (melting, freezing).	**UW: The Natural World** Observes and talks about signs of spring (e.g., buds, lambs, baby animals). Begins to talk about plant growth and life cycles through stories and play.	**UW: The Natural World** Investigates minibeasts and simple habitats outdoors. Sorts natural objects (e.g., shells, stones, leaves) and discusses properties.	**UW: The Natural World** Compares environments (e.g., forest, beach, city) using stories and play. Describes how to care for nature

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Year 1	**Our Local Area (Geo)** What is our local area like? Pupils begin their journey with the study of the familiar – their local area.		**The United Kingdom (Geo)** What are the countries that make up the United Kingdom like? Pupils then move outwards to study the United Kingdom, it's four countries, and their capital cities.	in toys within living memory.	**Beside the Sea (Geo)** What human and physical features can you find at the seaside? This unit explores the United Kingdom's coastlines.	
Year 2	**Planet Earth (Geo)** Can you describe the seven continents and five oceans that make up planet Earth? Linking to the study of local geography and the UK in Year 1, pupils then study further out to explore the world's seven continents and five oceans.				**Life in Kenya (Geo)** How is living in Kenya similar and different to living in the UK? This unit builds on knowledge from the previous unit to study similarities and differences between the UK and a non-European country.	

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Year 3	**Climate & Climate Zones (Geo)** How are climate zones different around the world? Pupils build on their knowledge from Year 2, Planet Earth' to study climates and climate zones around the world.	**Europe (Geo)** Which countries are in Europe and what are they like? Pupils focus on their own continent to study its human and physical geography.				**Settlements & Land Use (Geo)** What is the land like in the United Kingdom and how do we use it? This connects to the Stone, Bronze and Iron Ages unit in History to make sense of settlements and land use in the past.
Year 4	**Amazon: Rivers & Rainforests (Geo)** What is the Amazon, why is it significant and should it be protected? This unit develops pupils' wider understanding of Planet Earth and its human and physical geography.		**The USA (Geo)** What is it like in the USA? This unit continues to support and grow pupils knowledge of our planet and the human and physical geography within it.			

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Year 5		**Asia: Mountains, Volcanoes and Earthquakes** What are natural disasters and how do they impact the lives of people living in Asia? Pupils continue exploring Planet Earth and its human and physical geography with this unit.			**Biomes & Vegetation** What are the different biomes of the world? Pupils gain a more in-depth understanding whilst limiting opportunities for misconceptions between climate zones and biomes.
Year 6		**Mapping the World (Geo)** How can maps and fieldwork help us to understand a place? Is there anything they cannot tell us? This unit allows pupils to engage in fieldwork by using all that knowledge in a more complex		**Global Challenges: Climate Change (Geo)** What is climate change? Pupils will have a strong understand of human and physical geography of the world at this stage. This unit draws all this	**Global Challenges: Trade (Geo)** What are natural resources and why do we use them? This unit focuses in depth at two major global issues rather than a wider range in insufficient complexity.

		way and create their own maps from their local area.		knowledge together so pupils can study global issues and challenges we face today.	