

Wrawby St Mary's CE Primary School 2026-27

Geography Long Term Plan including Lyfta links

Autumn Term 1 – Golden Thread: Place and Location (Local Geography)				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	Where do I live?	How is our community different from others?	How does climate change affect the United Kingdom?	How does climate change affect the wider world?
Lyfta Link			Climate change and extreme weather 1	Climate change and extreme weather 2
Geography knowledge focus	<i>Local and Personal geography</i>	<i>Settlements and geographical features</i>	<i>Environment and physical geography</i>	<i>Physical and environmental geography</i>
Enquiry Questions	- Who am I? - Where do I go to school? - Where do I live? - Human and physical features of our school grounds - What's the weather like today? - What season are we in? (Seasonal changes)	- How does Wrawby (village) compare to Immingham (town) and London (city)? - How are towns in our local area different from each other? - Can I describe the key features in Cleethorpes and Immingham? - Can I begin to use compass points? (four to eight compass points) - Can I plan a journey to different points of interest in Cleethorpes? - How does Cleethorpes compare with Immingham?	- What is climate? - How does location impact on climate? - What is happening to our global climate? - What is causing these changes? - How does this impact on the natural world? - What is climate change?	- Is climate change still a future problem? - Why are disasters becoming more common? - Who is most affected right now and how much damage is it causing? - Are governments doing enough right now? - Is climate change everyone's fault equally? - How can some world leaders debunk climate change as fake news?
Substantive knowledge	- develop knowledge about their locality - identify seasonal and daily weather patterns in the United Kingdom - four seasons that follow an order autumn, winter, spring, summer - a local area study	- know where Wrawby is in the United Kingdom through naming and locating counties and cities on a map - understand geographical similarities and differences through the study of human and physical geography of a local region of the United Kingdom	- 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 - define climate and how this links to global climate change	- 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 - define sustainability and how this links back to our school
Disciplinary knowledge	- say what they like and dislike about their locality - know how to sort things they like and don't like	- know how to use correct geographical words to describe a place and the events that happen there - know how to identify key features of a locality by using a given map	- know how to find possible answers to their own geographical questions - know how to find different views about an environmental issue - know how to put together their own viewpoint	- know how to use OS maps to ask and answer questions - know the key symbols used on ordnance survey maps - know how to share and change one's own opinion
Vocabulary	environment, place, similar, different, dislike, past, present, habitat, autumn, winter, spring, summer	compass points, environment, urban, rural, suburban, density, resort, dock, routes, ordnance survey	climate zones, biome, zone, pollution, conservation, latitude, longitude, country, continent, equator, natural, man-made	co-ordinate, 4 figure and six figure grid references, ordnance survey, biomass, biofuel, landlocked, drought, heatwave debunk, sustainability, endangered species
Fieldwork	- using small world play or the role play area to represent a visited place - making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) - taking digital photos (e.g. of a collection of natural objects, buildings in the locality) - drawing a map (e.g. of the outdoor area) - expressing their feelings about places they visit, saying which features they like/dislike	- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features - taking digital photos and annotating them with labels or captions - Use correct geographical words to describe a place and the events that happen there - Identify key features of a locality by using a map	- collecting, analysing and presenting quantitative data in charts and graphs - find possible answers to their own geographical questions - find different views about an environmental issue - designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on climate change)	- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key - taking digital photos and annotating them with labels or captions - to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling
Why this/why now?	Build a sense of identity (Who am I? Where do I come from?) and relate to the geographical place around them. Recognise and identify the seasons outside.	Build on from KS1 knowledge of the locality and compare other locations further out from our central community	Build on from Y4 knowledge and introduce the idea that the Earth is precious, and that rivers and the air can be polluted, and these know no geographical boundaries.	Build on prior knowledge to realise the impact of a global issue can affect the global environment and isn't limited to localised biomes. Weather can move pollution away from the source.

Spring Term 1 – Golden Thread: Physical and Human Geography (UK and European Geography)				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	How would other people find Wrawby?	Why do people go to Spain for their holidays?	Is the Scandinavian Peninsula different to western Europe?	Would I like to visit Iceland?
Lyfta Link	Let's go!	Visit the Canary Islands		
Geography knowledge focus	<i>Local and personal geography</i>	<i>Physical and human geography</i>	<i>Physical and human geography</i>	<i>Physical and human geography</i>
Enquiry Questions	- What can we see out of the school window? - Where can we travel around school? - What might we see if we went for a walk? - Where else can we travel? - How else can we travel? - How are the places we have visited similar or different?	- Can I locate and name the 7 continents, 5 oceans and the countries of the UK? Can I locate Spain on a map of Europe? - Can I locate and describe temperate and Mediterranean climate zones? - Can I collect and present rainfall data in a bar chart? - Can I identify the human features of the Welsh resort of Llandudno? - Can I identify the human features of a resort within the Costa Del Sol? - Why do people go to Spain for their holidays?	- Which countries are part of the Scandinavian Peninsula? - What are the physical geographical features of Scandinavia? - Where would a Norwegian Cruise ship dock along the fjords trip? - Are all of the countries in Scandinavia similar or different? - Is tourism helping or harming Sweden? - Which capital cities would you visit across the Scandinavian region?	- Where is Iceland and what is it like? Why is it called the land of fire and ice? - Why does Iceland have so many volcanoes? - What is life like in Iceland across the calendar year? - Why is Iceland a world leader in renewable energy? - Is tourism helping or harming Iceland? - Would you be able to see all of Iceland's attractions in one week?
Substantive knowledge	- use basic geographical vocabulary to refer to: key physical and human features as well as personal geography (how they see the world) - understand that our village is unique and that all villages and towns are not the same	- locate the world's countries, using maps to focus on Western Europe - understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Spain - The capital city of Spain is Madrid	- locate the world's countries, using maps to focus on Northern Europe (including the location of Russia) - understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Sweden - The capital city of Sweden is Stockholm	- locate the world's countries, using maps to focus on Northern Europe and the Arctic Circle - understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Iceland - know that Iceland is one of the youngest landmasses on the planet - the capital city of Iceland is Reykjavik
Disciplinary knowledge	- know how to ask relevant questions about a locality - know how to compare modes of transport	- know how to locate Spain as a holiday destination on a map of Europe - know that the climate is different across Europe – Spain is warmer, sunnier and drier than the UK	- know how to locate some well-known European countries on a map - know that the climate is different across Europe – Scandinavia is cooler and wetter than the UK	- know how to locate some well-known European holiday destinations on a map - know that the climate is different across Europe – Iceland has more extreme and unpredictable weather than the UK
Vocabulary	unique, on the left, on the right, in front, straight, crossings, tractor, motorbike, hot air balloon, helicopter	longitude, latitude, co-ordinate, grid reference, temperature, thermometer, climate zones, temperate, Mediterranean, temperate climate	Scandinavia, peninsula, fjord, Northern Europe, tundra, Baltic, glaciers, midnight sun, polar night, maritime climate, precipitation	Nordic, geothermal activity, geologically unique, geysers, glacial erosion, native, eco-friendly, sustainable agriculture and tourism
Fieldwork	- making annotated drawings to show variations (e.g. in a row of houses in a local street) - drawing a freehand map (e.g. of the school grounds, local street or park) - relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features	- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key - using a simplified Likert Scale to record their judgements of environmental quality (e.g. in relation to tourism) - develop a simple method of recording their feelings about a place or site	- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key - using a Likert Scale to record their judgements of environmental quality (e.g. in relation to the risk of living near to a glacier)	- drawing freehand maps (e.g. of a site they have visited or plan to visit) - relating large-scale plans to the fieldwork site, identifying relevant features - recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
Why this/why now?	Build on last term's understanding of place. Walk and observe outside of the school and observe and comment on its surroundings.	Build on from KS1 local knowledge and national knowledge by introducing the terms: resort and tourism. Extend to locations within Europe with a case study: Spanish resorts compared with last term's focus on Cleethorpes.	Build on knowledge from mountains and rivers and the historical units of Vikings and Anglo-Saxons and look at a different climate region of Europe than Northern Europe.	Building on from knowledge of Northern Europe, travel east of the United Kingdom to study a European country with a unique landscape.

Summer Term 1 – Golden Thread: Windows and Mirrors (International Geography)				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	What would I need to pack for a holiday to the Falkland Isles?	Would I like to live in Canada?	Could we survive without the Great Barrier Reef?	Where in the world has the harshest environment for humans?
Lyfta Links				Book link - Shackleton's Journey
Geography knowledge focus	<i>Settlements and physical geography</i>	<i>Physical and human geography</i>	<i>Physical and human geography</i>	<i>Physical and human geography</i>
Enquiry Questions	- Where are the Falkland Isles? - Understand that some areas of the world are very cold (North and South Pole) - What transport would I use to get to the Falkland Isles? - What animals and birds would I hope to see in the Falkland Isles? - What would I pack in my suitcase if I were to visit the Falklands as a tourist?	- Where is Canada and what is it like? - What is life like for those who live in Canada? - Is Niagara Falls a great place to visit? - What activities would you take part in if you were to visit Canada? - Is tourism helping or harming Canada? - Edmonton is on the same line of latitude as Wrawby and Brigg. Which geographical features are the same and which are different?	- What is coral reef is, and how is it formed? - Where in the world are the major coral reefs found? - How important are the coral reefs to the wider ecology of our planet? - Why do coral reefs only grow in specific geographical areas of the oceans? - Why are coral reefs under threat and how this is linked to human activity? - What would the demise of the coral reefs mean to the oceans and to our planet?	- Where can you find the biggest desert in the world? - Where is the driest non-polar desert and what is unique about it? - Why is the lowest National Park in the USA known as Death Valley? - Which place holds the record for the coldest temperatures endured by a permanent human population? - What are the risks when climbing the highest mountain on Earth? - Which animal species have adapted to the planet's most harsh environments?
Substantive knowledge	- the Falkland Isles are near to the south coast of South America - the Falkland Isles are a part of the British Overseas Territory on the opposite side of the Atlantic Ocean - the weather is colder than in the UK	- Canada is the second biggest country in the world - the capital city of Canada is Ottawa - Canada has cold winters and short, but hot, summers - the climate of Canada has differences depending on the location of the Arctic Circle	- coral reefs are living organisms - coral reefs occupy less than 0.1% of the world's oceans, but house 25% of all marine species - the Great Barrier reef is approximately 20,000 years old - Shallow tropical coral reefs have declined by 50% since 1950	- Atacama Desert in Chile is the driest non-polar desert in the world - Death Valley is the hottest place on the planet - Oymyakon in Russia is the coldest permanently inhabited place on Earth, with winters averaging around -50°C and record lows reaching -67.7°C - Mount Everest is the highest mountain on Earth, standing at 8,848.86 metres above sea level
Disciplinary knowledge	- know how to identify oceans and islands on a map - know what the UK looks like on a map and the general shape that its outline makes	- know that Canada can be a very cold place to live - know that weather, mountains and waterfalls are elements of physical geography - know that tourism and farming are elements of human geography	- know how to find oceanographic locations of major coral reefs using a map - know how to list and identify areas of concern for coral reefs - know that human activity is directly linked to threats facing coral reefs	- know that a desert is defined as a place with low precipitation which means low rainfall - know that some areas of the world have extreme heat or cold which means animals and humans struggle to live there
Vocabulary	tourist, thermal layers, waterproof jackets, British citizens, Antarctica, Argentina, Stanley, airplane, cruise lines	landmarks, attractions, Niagara Falls, diverse landscapes, latitude, northern hemisphere, Arctic circle, Edmonton, cultural diversity, Inuit	Coral reef, colonies, eco-system, calcium carbonate, atoll reef, patch reef, fringing reef, lagoon, biodiversity, adaptation, phytoplankton, shelter	Antarctica, Death Valley, Atacama Desert, Chile, Oymyakon, Russia, Mount Everest, precipitation, arid, frigid temperatures, Arctic tundra, terrain
Fieldwork	- experience different weather conditions and their impact on the environment - using a simple compass and cardinal compass directions (north, south, west, east)	- collecting, analysing and presenting quantitative data in charts and graphs - designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how different weather systems have affected people in an area of Canada)	- to visit a marine ecosystem (either through an aquarium like The Deep or through Virtual technology) - making digital audio recordings (e.g. to create soundscapes of a coral reef) - designing and conducting interviews (e.g. to investigate which animals are at risk of extinction)	- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key - designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development (for instance, building a home in Antarctica)
Why this/why now?	Build on their knowledge of travel and how they could travel to a place that is different from the UK and is much cooler than the winter they experienced.	Build on their understanding of travelling east or south of the UK to western Europe and extend that along the same line of latitude but west to Canada and investigate if the climate is the same as in the UK.	Building on pupils' knowledge of the wider world, they will begin to explore the world's oceans and their importance to the ecosystem. This will prepare the pupils for working together to help protect the Earth as gardeners and caretakers of the world.	After studying places across the world, pupils will look at the harshest environments across the globe. They will look at whether humans could survive there and which animal species have made these harsh environments their habitat.