

Whiteley Primary School - Geography Long term Plan

Key Stage 1 On-Going Objectives	
<ul style="list-style-type: none"> • <i>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</i> • <i>use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</i> • <i>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</i> • <i>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.</i> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> • <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> 	
Year Group	Objectives
Reception	<p><i>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p><i>Children know similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</i></p>
Year 1	<ul style="list-style-type: none"> • <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>(Current topic: Flat Stanley)</i> <p><i>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</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> • <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> • <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>(Current topic: Weather/Seasons)</i>

Year 2	<ul style="list-style-type: none">• <i>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</i> <p><i>(Current topic: Whiteley Local place study)</i></p>
	<ul style="list-style-type: none">• <i>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</i>• <i>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.</i>• <i>name and locate the world's seven continents and five oceans</i> <p><i>(Current topic: Addis Ababa, Ethiopia)</i></p>

Key Stage 2 On-Going Objectives

- *Locate the world's countries using maps concentrating on their environmental regions, key physical and human characteristics, countries and major cities.*
- *Name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns*
- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
Use eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the UK and the wider world.

Year Group	Objectives
Year 3	<ul style="list-style-type: none"> • <i>Locate places in the world using maps</i> • <i>Describe and understand key aspects of Climate zones and biomes</i> • <i>Human geography – describe and understand key aspects of settlements</i> <p style="text-align: right;"><i>(Current topic: Rainforests)</i></p>
	<ul style="list-style-type: none"> • <i>Describe and understand key aspects of the distribution of natural resources.</i> <p style="text-align: right;"><i>(Current topic: Recycling)</i></p>
Year 4	<ul style="list-style-type: none"> • <i>Understand geographical similarities and differences through a study of human and physical geography of a region or area of the United Kingdom.</i> • <i>Name geographical regions and identify human and physical characteristics (including hills, mountains, cities, rivers, key topographical features and land-use patterns).</i> • <i>Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies.</i> • <i>Use the eight points of a compass, four figure grid references, symbols and keys to build their knowledge of the UK.</i> <p style="text-align: right;"><i>(Current topic: The area we live in)</i></p>
	<ul style="list-style-type: none"> • <i>Locate the world's countries using maps.</i> • <i>Identify the position and significance of The Tropics of Cancer and Capricorn.</i> • <i>Describe and understand key aspects of climate zones</i> • <i>Describe and understand key aspects of human geography including land use and settlements.</i> <p style="text-align: right;"><i>(Current topic: Deserts)</i></p>

Year 5	<ul style="list-style-type: none"> • <i>Locate the world's countries.</i> • <i>Describe and understand key aspects of volcanoes, land use, economic activity.</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> <i>(Current topic: Run for your life!)</i> <hr/> <ul style="list-style-type: none"> • <i>Understand geographical similarities and differences through a study of human and physical geography in a region of an area in North and South America.</i> • <i>Locate the world's countries. Using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> • <i>Human geography, including economic activity and trade links.</i> <i>(Current topic: Bom Dia Brazil)</i> <hr/> <ul style="list-style-type: none"> • <i>Describe and understand key aspects of physical geography including the water cycle and rivers.</i> • <i>Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies.</i> <i>(Current topic: Walk like an Egyptian – the Nile)</i>
Year 6	<ul style="list-style-type: none"> • <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</i> • <i>Understand geographical similarities and differences through a study of human and physical geography in the region</i> • <i>Describe and understand natural resources including energy, food, minerals and water supplies.</i> • <i>Locate the world's countries, using maps to focus on Europe</i> • <i>Key physical and human characteristics and major cities</i> <i>(Current topic: Shackleton)</i> <hr/> <ul style="list-style-type: none"> • <i>Geographical similarities and differences between the area and our local area.</i> • <i>Describe and understand human geography including economic activity</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> • <i>Use the eight points of a compass, four/six figure grid references, symbols and keys to build their knowledge of the wider world.</i> <i>(Current topic: Paris)</i>