

Whiteley Primary School - Geography Long Term Plan

Early Years goals -	
<ul style="list-style-type: none"> Children know about 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. 	
Reception	<p><i>The children will use photographs to follow a route around the school. There is a weather station in the outdoor classroom, which the children use to make simple statements about the current weather. They take photos of their homes in order to make 3D maps using construction materials.</i></p> <p><i>They take a walk in the local woods making observations about the seasonal changes. Using a Beebot the children are introduced to directional language. Through work on animals around the world, the children find out where animals come from on a world map.</i></p>

Key Stage 1 On-Going Objectives	
<ul style="list-style-type: none"> 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 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. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 	
Year Group	Objectives
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>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> <p style="text-align: right;"><i>(Current Learning Journey: Patron Saints)</i></p> <ul style="list-style-type: none"> <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><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> <p style="text-align: right;"><i>(Current Learning Journey: What's the weather?)</i></p>
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> • <i>Use basic geographical vocabulary to refer to:</i> • <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> <p style="text-align: right;"><i>(Current Learning Journey: Why live in Whiteley?)</i></p>
	<ul style="list-style-type: none"> • <i>name and locate the world's seven continents and five oceans</i> <p style="text-align: right;"><i>(Current Learning Journey: What's your super power?)</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>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 style="text-align: right;"><i>(Current Learning Journey: Destination Tokyo)</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 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 & digital technology.***
- ***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
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Year 3	<ul style="list-style-type: none"> • <i>Human geography including types of settlements and land use.</i> • <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>(Current Learning Journey: Portsmouth: Bigger and Better than Whiteley?)</i>
Year 4	<ul style="list-style-type: none"> • <i>Describe and understand key aspects of Climate zones, vegetation belts and biomes</i> • <i>Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere</i> <i>(Current Learning Journey: Biomes)</i> <ul style="list-style-type: none"> • <i>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time.</i> <i>(Current Learning Journey: Sunny visits the UK)</i> <ul style="list-style-type: none"> • <i>.Physical geography including volcanoes and earthquakes.</i> <i>(Current Learning Journey: Deadly Disasters)</i> <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</i> <i>(Current Learning Journey: Sun, Sea and Samba - Is that all Brazil has to offer?)</i> <ul style="list-style-type: none"> • <i>Describe and understand key aspects of physical geography including the water cycle, mountains 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 Learning Journey: Rivers - Essential or Deadly?)</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 of a region in a European country.</i> • <i>Describe and understand natural resources including energy, food, minerals and water supplies.</i> <i>(Current Learning Journey: Twinkle, Twinkle Little Star)</i> <ul style="list-style-type: none"> • <i>Human geography, including economic activity with trade links.</i> <i>(Current Learning Journey: One World, All Connected)</i>

