

Geography Long Term Plan 23-24

Reception	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Geography	<u>We are special.</u> Growth of human beings – look at changes from a baby to child etc. Introduce the words then and now. All About Me – talking about family/likes/dislikes/hobbies People Who Help Us in school and the community Atlases/maps – Nuneaton, UK, India Large construction kits (buildings) Maps – local area. What do we have around us? Looking at different types of houses/buildings. Small world – link scale to real life.	<u>We are special.</u> Look at the features of owls. Recall facts about owls. Learn facts about Autumn. Look for signs of Autumn. Autumn – how is the weather different, how is our clothing different. What happens? Learn facts about bears. Look at old and new bears/soft toys. Teach old/new.	<u>A world of stories.</u> Identify the Arctic on a map and look at features. Looking after the planet Look closely at features of polar bears. Look closely at features of penguins. Identify the Antarctic on a map and look at features. Looking after the planet. Using the internet for research with an adult to research penguins. Winter Features of Winter vehicles. Compare with standard vehicles. Look at adaptations for the weather conditions. Ice exploration. Identify Norway on a map and explore features. Learn facts about Lunar New Year.	<u>A world of stories.</u> Look at different families. Discuss own families and celebrate differences Look at different features of people. Discuss similarities and differences between each other. Celebrate all individuals. All About Me – talking about family/likes/dislikes/hobbies	<u>The world around us.</u> The local area – The school grounds – features (matching photos to real places) Draw routes between places etc – what we have in the area – shop, petrol station, chemist, post office, park. Vocab– road, house, path, pavement, lamp post, busy, quiet, Pollution/littering etc Make models of areas of the school, local area etc. Following map at Twycross zoo Oral description of places including Twycross (trip) Re-visit England – locate on a map/globe. Identify the position of Whitestone castle on a map of school grounds. Large construction kits (buildings) Small world – link scale to real life.	<u>The world around us.</u> Spring / Summer – how is the weather different, how is our clothing different from the previous seasons, changes to animals. Plants – what do plants need in order to grow. Naming the basic parts of a plant. Sorting fruit and vegetables. Know the earth provides fruit and vegetables. Animals/minibeasts – naming them, including adult and young. Habitats – looking closely at the habitats of minibeasts and large animals. How do zoos adapt their environment to suit the animals? Discuss camouflage, animals’ foods, key features etc. Make close observations. Discuss the changes of some animals

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			Identify China on a map and explore features.		Days of the week Nursery rhymes/ traditional tales English castles, knights etc- old and new artefacts, clothing, ways of life etc.	such as the lifecycle of a butterfly. Compare cold countries (previously taught) to hot countries. Link to animals' natural habitats.
Year One	AUT		SPR		SUM	
Geography	Focuses • Transport • Maps of routes • Maps of classroom • Human and physical features. • Seasons • Space <u>Location Knowledge</u> <u>Human and Physical geography</u> <u>Geography skills and field work</u> NC Statement 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key		Focuses • Rainforest - The Amazon Rainforest. Human and physical - layers of the rainforest • Compare and contrast localities - Comparing either Hartshill Hayes to the Amazon - as two physical feature comparisons OR - To compare human - compare Nuneaton to Rio Consider language of river, soil, forest and weather- • Seasons- To observe and describe weather associated with the seasons and how day length varies. • Farms/Rural Life - Look at key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Locational knowledge</u>		Focuses • UK - Countries and capitals and seas - The four countries of the UK and their capitals. To study the seas surrounding the UK. • Seasons- To observe and describe weather associated with the seasons and how day length varies. • Local area - To create maps and birds eye plans of the local area. • Compare and contrast localities: Seaside - compare and contrast different sea sides around UK <u>Location Knowledge</u> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Human and Physical geography</u> <u>Geography skills and field work</u>	

	human and physical features of its surrounding environment.	• Name and locate the world's seven continents- light touch to show where the UK and The Amazon Rainforest are. <u>Human and physical geography</u> • Explore what is meant by human and physical features and how the layers of the rainforest are a physical feature. <u>Geographical skills and field work</u> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use world maps, atlases and globes. • Trip to the farm • Use basic geographical vocabulary to refer to: key physical features, including forest, river, soil, season and weather NC Statement Understand geographical similarities and differences through studying the human and physical geography of a small area	• Birds eye view planning of local area. • Local area walks NC Statement Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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.
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		of the United Kingdom, and of a small area in a contrasting non-European country. 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.	
Year Two	AUT	SPR	SUM
Geography	Focuses • 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 simple compass directions and locational and directional language to describe the location of features and routes on a map • 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	Focuses • Name and locate the world's seven continents and five oceans • 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 Human and physical geography • Comparing and contrasting weather in localities. • Understand that different countries have different climates. • Identify the location of hot and cold areas in relation to the Equator and the North and South Poles. • Describe and compare some physical and human features of	Focuses • Linking to History and work on Great Fire of London Where do names come from? Compare Whitestone with Chetwynd. • Location of Warwick castle. • Revisit countries of UK • Aerial view and maps <u>Vocabulary</u> county, town, city, factory, office, shop, river, port, school <u>Locational knowledge-revision</u> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge/ Human and physical geography</u>

	their school and its grounds and the key human and physical features of its surrounding environment. • Local study of school and its grounds. Link to Computing and maths for directions. Revision of continents, countries, city etc. in relation to where Nuneaton is and its place in the UK. Where owls live, why don't they live everywhere? • Making plans and maps and symbols. • Understand, compare and contrast localities. • Recognise human and physical geographical similarities and differences in their immediate environment and a contrasting environment. • Find and discuss where they're going on a map, using known routes. • To use a world map to follow transportation routes. • <i>Name the seven continents of the world and find them in an atlas/on a map or</i>	their own locality and a contrasting locality. • Use a key to identify physical features on a map. • Describe the key features of a place, using words like, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Describe some human features of their own locality • To understand how humans can affect an environment. Look at the artic and the amazon • Use directional language near, far, left and right as well as the four points of a compass to describe location of features and routes on a map- • Use a given map to follow a route to find a final destination. Draw maps of real or imaginary - Mary Seacole's journey • 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	• Use basic geographical vocabulary to refer to key physical and human features <u>Geographical skills and field work-Medieval London - linked to GFL</u> • 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 compass directions and locational and directional language to describe the location of features and routes on a map • 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.
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	<i>globe in relation to the United Kingdom.</i> • <i>-Name the five world's oceans and find them in an atlas/on a map or globe in relation to the United Kingdom.</i> • <i>-Point out where the equator is.</i> • <i>-Discuss which places are hot and cold based on their position- compare and contrast to Australia</i> • <i>Investigate their local surroundings globally.</i> • <i>-Find out about a locality by using different sources of evidence.</i> • <i>-Ask, respond and investigate relevant Geographical questions about a locality using different resources such as books, stories, maps, pictures/photos and internet as sources of information.</i> • <i>-Make appropriate observations about why things happen</i> • <i>-Collect data using observations and record it</i> <u>Vocabulary</u>	• Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Vocabulary</u> town, season, city, village, north, south, east, west, left, right, compass, map, plan, key, ocean, continent <u>Locational knowledge-/Place knowledge/</u> <u>Human and physical geography</u> - compare and contrast localities - England to Norway and Arctic circle - England to Cocoa plantations of Brazil and West coast of Africa - England- Crimea - England - Caribbean - Mary Seacole <u>Geographical skills and field work</u> - Google Earth for maps and locations 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.	
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	town, season, city, village, north, south, east, west, left, right, compass, map, plan, key <u>Human and physical geography</u> • Use basic geographical vocabulary to refer to key physical features and key human features		
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