



# Geography Long term planning KS 1

## Geographical Enquiry

Reception	-Explore, observe and talk about the world around them -Identify and ask questions about similarities and differences between natural environment near them and a contrasting environment
Year One	-Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Investigate their surroundings - Make observations about where things are e.g. within school or local area.
Year Two	- Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use non fiction books, stories, maps, pictures/photos and internet as sources of information. -Investigate their surroundings -Make appropriate observations about why things happen. -Make simple comparisons between features of different places.

Children may study these topics either in Reception, Year one or Year 2. Specific half term plans will then show how themes are adapted to specific age group. Some of the half term topics will have minimal geography coverage because our history topic is the main focus for that half term.

Reception children will at times follow their own interests in order to develop their own learning according to their curriculum. The themes they cover will not always fit into the half term topic. Because of mixed classes they will also follow the topic and so some of their learning will be taught through the geography aspects of the topic. Reception curriculum is on a one year cycle but the topic cycle is over three years so children do not repeat a theme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Identify features about where they live. Using stories and texts, develop an understanding of different environments. Link with 'window' in spiritual development. What features do they see from their window? Draw maps from stories Draw maps to show route to school.	Identify aspects related to seasons – weather, growth, Observe the horse chestnut tree (seasonal study)	Describe what they have noticed about where they live and their local neighbourhood including observations about places and people.	Learn and use the word 'natural' and 'manmade' (Link with themes Yr 1 learn about human and physical) Sort and group things that are natural and man-made.	Discuss physical and manmade local features. Draw maps linked with local walk Compare town and village Identify features in Compton Identify features in Winchester e.g. Cathedral, Buttercross, Westgate	Compare where they live to other places they have visited. Use fiction and non-fiction to contrast with other places in the world
<b>KS 1 Year A</b>	<b>Mirror, Mirror on the Wall</b>	<b>Penguins and Polar Bears</b>	<b>To Infinity and Beyond!</b>	<b>Giants and Dragons</b>	<b>The Jolly Postman</b>	<b>Handa's Surprise</b>
Knowledge/Themes	My address, route from home to school	Location of hot and cold places North and South Pole Compass directions Seasonal and daily weather patterns	The Earth – The globe Name and locate continents and oceans. Name key physical and human features and locate them on aerial photographs and simple maps.	Naming countries /capitals of U.K. Welsh castles and dragons	Naming physical/ human features Caring for environment – litter Mapping of routes around local area/ Walk around Compton. -Identifying photo clues	Study of non-European Country – Uganda/Katiri Primary School Naming continents/oceans Location of hot places Seasonal and daily weather patterns
Key Vocabulary	Use basic geographical vocabulary to refer to key human and physical features ( city, town, farm, house, office, shop, field, wood, hill, valley)	Using language to describe directions. Compass, north south east west Seasons Positional words -On/Under In Front Of/Behind Up/Down Right/Left	-Earth, continent, country, ocean, capital city, planet, globe	Country, capital city United Kingdom, England, Wales Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, similar different	Review compass directions north south east west and positional language	Globe atlas maps deserts weather words Vocabulary to describe place location Use relative vocabulary- bigger/smaller, further/ nearer

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	on, under, in front of, behind, right, left, near, far, forwards, backwards	Near/Far				
Mapping Skills	<p>Draw maps from stories Use a simple picture map to move around school Recognise that a map is about a place Locating places using simple letter and number co-ordinates grid. Planning simple routes and journey.</p> <p>Make their own maps, using personal symbols.</p>	<p>Use aerial photos to link with mapping Learn direction words: N E S W</p>	<p>Use atlases to name and locate <b>continents and oceans.</b></p>	<p>-Use a globe to identify places -Use infant atlases and a simple junior foundation atlas. -Locating places using simple letter and number co-ordinates grid.</p>	<p>-Draw a map of a real place -Plan simple routes and journey. - Look at local Street maps -Locating key features in localities and beginning to match to map</p>	<p>Introduce understanding of Distance and Scale:  Personal units of measurement in the classroom, school, grounds and local area.  Real objects to scale on squared paper Use maps, atlas and globe to locate places</p>
<b>KS 1 Year B</b>	<b>Heads, Shoulders, Knees and Toes.</b>	<b>Going Underground</b>	<b>Home and Away</b>	<b>Ship Ahoy!</b>	<b>What's on your plate?</b>	<b>It's a Bug's Life.</b>
Knowledge/Themes	<p>Routes/Travel from home to school Use basic geographical vocabulary to refer to key human and physical features.</p>		<p>-Name and locate and identify characteristics of the four UK countries and capital cities. -What features and landmarks can I see/find in aerial photographs and maps? -Use globe and maps to identify sea, land and familiar places. - Name physical and human features. -Find similarities and differences between our locality and a Scottish Island. -Express views on aspects of environment they like/dislike. -Discuss seasonal weather patterns.</p>	<p>-Naming 7 continents/ 5 oceans -Naming physical features -Using globes to identify land and sea -Use and construct basic symbols in a key. -Pictorial maps of imaginary treasure islands/ pirate routes/ trade routes -Directional vocabulary/ Compass directions</p>	<p>Mapping Locational/directional vocabulary Use observational skills to describe features of local environment using map of Compton and photographs of local landmarks/features which show farms and field patterns. Mapping – Locational and directional vocabulary (linked to maths).</p>	<p><b>ENVIRONMENTAL TOPIC</b> <b>Task -Use photos of different local environments to decide whether it is the kind of place that is good for encouraging wildlife?</b></p> <p>Fieldwork and Observational skills to locate and map where mini beasts are found in school grounds. Surveys to record number of insects in certain area</p>
Key Vocabulary	<p>Use basic geographical vocabulary to refer to key human - city, town, farm, house, office, shop and physical features – field, wood, hill, valley</p>	<p>Directional/Positional language on, under, in front of, behind, right, left, near, far N S E W Measuring/ Distance vocab</p>	<p>country capital city UK United Kingdom England Wales Scotland Northern Ireland London Cardiff Edinburgh Belfast similar different Scotland islands sea land environment</p>	<p>Vocabulary linked with land and sea – cliff, sea, coast, ocean, port, harbour globe map Compass direction words</p>	<p>Vocabulary to describe human and physical features – farm, village, field, vegetation Use direction vocab: Right/Left Near/Far</p>	<p>Quadrants map</p>
Mapping Skills	<p>Using/Making Maps Planning simple routes and journey. Locating key features in localities and beginning to match to map. Follow a route on a map Make their own maps, using personal symbols.</p>	<p>Distance and Scale: Personal units of measurement in school, grounds and local area to show dinosaur Use relative vocabulary- bigger/smaller, further/ nearer</p>	<p>Globes and Atlases: Use simple atlases to identifying sea, land, places visited. -Locate topical places and name key features. Use a plan view to identify familiar features. Use ground shots/aerial photographs:</p>	<p>-Use a simple key to locate features on a map -Locating places using simple letter and number co-ordinates grid.</p>	<p>Using local maps to identify farms around Compton Locating key features in localities and beginning to match to map</p>	<p>Making maps to show where they found minibeasts Personal units of measurement in the classroom, school, grounds and local area.  Real objects to scale on squared paper</p>

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			Compare ground shots – distant and close up			
<b>KS 1 Year C</b>	<b>The Toy Box</b>	<b>I Hear Thunder</b>	<b>London's Burning</b>	<b>Percy the Park Keeper</b>	<b>Growth</b>	<b>Victorian Seaside</b>
Knowledge/Themes		Seasonal and daily weather patterns Make daily records of the weather. The effect humans are having on weather systems.	Mapping - UK Locational/ directional vocabulary Naming capital – London's bridges and other famous London landmarks Billy Goat's Gruff – naming geographical features 3D model using bricks to make landmarks along R Thames  Locational/ directional vocab	Play spaces and parks environment Visit and compare two local parks ( Eastleigh and Compton park) Describe Compton park & compare to other places nearby. What features do we like? How can we look after it? How could it be improved? Mapping local play spaces Design own park & create a map to show ideas.	Recognise how the seasons affect plant growth.	Compass directions Similarities/differences of home and other small area of UK  Locate the main seaside resorts around the UK. Place them on a map of the British Isles. Learn compass directions and use a map to say what is in each direction from Compton. <b>Similarities/differences of home and other small area of UK</b>
Key Vocabulary		Weather words Seasons	Locational and directional vocabulary Name of capital cities Landmark names – statue, church, bridge, park,	Local locational /directional vocabulary	Weather words Seasons	Coastal words
Mapping Skills			Direction: On/Under In Front Of/Behind Up/Down  Right/Left Near/Far  N E S W	Making Maps: Make their own maps, using personal symbols. Distance and Scale: Vocabulary describing place location Personal units of measurement in the classroom, school, grounds and local area. Real objects to scale on squared paper		Globes and Atlases: Simple big atlases, identifying sea, land, places visited. Infant atlases and simple junior atlases. Locating topical places and naming key features, Map Types: Large scale maps/plans 1:500 – 1:2500 Local Street maps and contrasting locality maps Ground Shots/Aerial Photographs: Ground shots – distant and close up