

## Long Term planning Geography 2022-2023

	Autumn	Spring	Summer
Year N	Children develop their Geographical skills throughout the year through a range of adult-led activities (focus) and in the moment planning. In Mathematics they begin to develop an awareness of prepositional language when locating objects and people in different places.		
Year R	Year R children develop their Geographical skills on a weekly day where children’s interests are enhanced and explored through a range a carousel of activities. This day is called ‘Wonder wall’ and teachers start the lesson with a group discussion on the carpet and children ask questions they want to find out about. It has strong links with Reading, Writing, Arts, Geography and History. Science is also linked when the topics refer to experiments or animals (i.e. volcanos, bees – pollination...)		
Year 1	<p>Welcome to SO16</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	<p>Our Special Island</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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</li> </ul>	<p>Contrasting locality – China</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography (..) of a small area in a contrasting non-European country</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To use aerial photos to recognise landmarks and basic human and physical features of Lordshill.</li> <li>To describe and locate our classroom within the school</li> <li>To create an aerial photograph of our school</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To locate UK and its four countries on a map.</li> <li>To discuss the concept of capital city</li> <li>To share past experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• To create an aerial photo of our classroom</li> <li>• To use basic geographical vocabulary to describe the key human and physical features of Lordshill.</li> <li>• To recognise features of Lordshill, using an ICT birds-eye view street map and satellite map.</li> <li>• To use directional vocabulary, to plan a route, using a birds-eye view map of Lordshill.</li> <li>• To interpret a map and follow a route</li> </ul>	<ul style="list-style-type: none"> <li>• To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• To use compass directions and locational and directional language to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify London on the map and understand what London is like.</li> <li>• To investigate secondary sources to learn what a place is like, including maps</li> <li>• To use geographical vocabulary to ask and answer questions</li> <li>• To develop awareness of how places relate to each other</li> <li>• To understand that places have similarities and differences and begin to describe some</li> <li>• I can understand what life is like for people in China</li> <li>• To understand the different types of farming in China and compare it with UK</li> <li>• I can compare school life in China (Beijing) and the UK (my own school).</li> <li>• I can understand what Chinese culture is like.</li> <li>• I can begin to understand some similarities and differences between Chinese culture and the culture of our own country.</li> </ul>
<b>Year 2</b>	<p>Cold places <b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the</li> </ul>	<p>Hot and Cold places <b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</li> </ul>	<p>Contrasting Locality – Lyndhurst <b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and</li> </ul>

	<p>world in relation to the Equator and the North and South Poles</p>	<p>areas of the world in relation to the Equator and the North and South Poles</p> <p>Super Southampton Cruise</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>physical geography of a small area of the United Kingdom</p>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To identify and begin to describe the key components of the weather.</li> <li>• To describe the weather and begin to identify daily and seasonal variations.</li> <li>• To recognise and begin to describe the key characteristics of very cold places.</li> <li>• To investigate ground shot photos to help to describe cold places.</li> <li>• To begin to describe how very hot and very cold places are similar and different to the locality of the school.</li> <li>• To use simple atlas maps to locate the main oceans and continents of the world</li> <li>• To locate very cold places in the world</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To recognise and begin to describe the key characteristics of very hot and very cold places.</li> <li>• To investigate ground shot photos to help to describe very hot and cold places.</li> <li>• To begin to describe how very hot and very cold places are similar and different to the locality of the school.</li> <li>• To use simple atlas maps to locate the main oceans and continents of the world</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To use a simple map / plan to identify what Lordshill is like.</li> <li>• To recognise and identify human and physical features of Lordshill.</li> <li>• To use geographical vocabulary to describe the features of Lordshill.</li> <li>• To explain what the physical and human features are used for and why they are important.</li> <li>• To investigate secondary sources to learn what a place is like, including maps</li> </ul>

- To begin to explain why they are cold. (More able)
- To know where Antarctica is in relation to the equator and the North and South poles
- Understand geographical similarities and differences of a contrasting non-European country (Antarctica)

- To locate very hot and very cold places in the world
- To begin to describe how the climate of the Kalahari desert affects how meerkats live
- To use simple globes and atlases to identify where the Kalahari desert is
- To know where Antarctica is in relation to the equator and the North and South poles
- To understand geographical similarities and differences of a contrasting non-European country (Antarctica)

**Skill:**

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Southampton and surrounding areas)
- Use basic geographical vocabulary to refer to key human features
- Use super compass directions (N, S, E, W) and locational and directional language to

- To use geographical vocabulary to ask and answer questions
- To develop awareness of how places relate to each other
- To understand that places have similarities and differences and begin to describe some
- To describe the physical and human features of Lyndhurst and understand how the mix of these features helps to explain its character.
- To draw out similarities and differences between places and begin to understand links between them.
- To offer appropriate observations about locations and the patterns made by physical and human features.
- To begin to recognise how humans can change the character of a place
- To use confidently a range of skills and different kinds of maps and resources to undertake tasks.

describe the location of features and routes on a map

- To use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans (relating to Titanic journey)
- Use simple compass directions and locational and directional language (to describe the route taken by the Titanic)
- Name and locate world's seven continents and five oceans
- 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