

## Pottery Primary School: Subject Long-Term Plan: Geography



Early Years	Strand	Autumn My World and Me (Outdoor Adventures)	Spring Once Upon a Time (Exploring Maps)	Summer Little Explorers (Around the World)
	Key Skills	<ul style="list-style-type: none"> <li>• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>• Discussing how environments in stories and images are different to the environment they live in.</li> <li>• Beginning to use the names of the seasons in the correct context.</li> <li>• Asking questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</li> <li>• Answering simple questions, guided by the teacher.</li> <li>• Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>• Observing weather across the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying land and water on a map or globe.</li> <li>• Recognising features on maps (real or imaginary).</li> <li>• Creating real or imaginary maps even if features are indistinguishable.</li> <li>• Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>• Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</li> <li>• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>• Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>• Discussing how environments in stories and images are different to the environment they live in.</li> <li>• Answering simple questions, guided by the teacher.</li> <li>• Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</li> <li>• Discussing how environments in stories and images are different to the environment they live in.</li> <li>• Making observations about the features of places (in stories, photographs or in the school grounds/local area).</li> <li>• Answering simple questions, guided by the teacher.</li> <li>• Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> <li>• Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</li> <li>• Recognising features on maps (real or imaginary).</li> <li>• Identifying land and water on a map or globe.</li> </ul>

Key Knowledge		<ul style="list-style-type: none"> <li>• Observing and discussing the effect the changing seasons have on the world around them.</li> <li>• Representing some of the features they notice in their school and school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</li> <li>• Representing some of the features they notice in their school and school grounds.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</li> <li>• Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> <li>• That the terms Spring, Summer, Autumn and Winter are used to describe the season.</li> <li>• Some of the key characteristics of each season.</li> <li>• That there are four seasons in a year marked by certain weather conditions.</li> <li>• That a place and its features can be represented in a picture.</li> </ul>	<ul style="list-style-type: none"> <li>• A map is a picture of a place.</li> <li>• Water is usually represented in blue on a map or globe.</li> <li>• Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> <li>• That a place and its features can be represented in a picture.</li> <li>• Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> <li>• Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</li> </ul>	<ul style="list-style-type: none"> <li>• That places within this country can differ from each other.</li> <li>• That there are differences between places in this country and places in other countries.</li> <li>• The name of their school and the place where they live.</li> <li>• Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> <li>• That a map is a picture of a place.</li> <li>• That a place and its features can be represented in a picture.</li> <li>• That usually water is represented in blue on a map or globe.</li> </ul>