

Pottery Primary School: Subject Long-Term Plan: Geography

Cycle: A



KS 1	Strand	Autumn 1	Autumn 2 What is it like here?	Spring 1	Spring 2 What is the weather like here in the UK?	Summer 1	Summer 2 What can you see at the Coast?
	Key Skills		<ul style="list-style-type: none"> • Recognising some physical features in their locality. • Recognising some human features in their locality. • Using an atlas to locate the UK. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Recognising local landmarks on aerial photographs. • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them. 		<ul style="list-style-type: none"> • Using an atlas to locate the UK. • Using an atlas to locate the four countries in the UK. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Using simple picture maps and plans to move around the school. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. 		<ul style="list-style-type: none"> • Showing on a map the oceans nearest the continent they live in. • Locating the surrounding seas of the UK on a map of this area. • Confidently locating the capital cities of the four countries of the UK on a map of this area. • Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. • Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.

- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Asking questions about the world around them.

- Using locational language and the compass points (N, S, E, W) to describe the route on a map.
- Using a map to follow a prepared route.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.
- Presenting data in simple tally charts or pictograms and commenting on what the data shows.
- Asking and answering simple questions about data.
- Understanding the difference between oceans and seas.
- Naming and locating the five oceans on a world map.

- To know that the UK is short for 'United Kingdom'.
- To know that a country is a land or nation with its own government.
- To know the name of the country they live in.
- To know that an aerial photograph is a photograph taken from the air above.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).

- Showing on a map which continent they live in.
- Locating the four countries of the United Kingdom (UK) on a map of this area.
- Beginning to locate the capital cities of the four countries of the UK on a map of this area.
- Showing on a map which country they live in and locating its capital city.
- Describing how the weather changes with each season in the UK.
- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary 'season' and 'weather'.
- Recognising some physical features in their locality.

- To know that a sea is a body of water that is smaller than an ocean.
- To know that there are four bodies of water surrounding the UK and to be able to name them.
- To know that coasts (and other physical features) change over time.
- To know some key physical features of the UK.
- To know that a sea is a body of water that is smaller than an ocean.
- To know some key human features of the UK.
- To know that maps need a title and purpose.
- To know that maps need a key to explain what the symbols and colours represent.
- To know that a tally chart is a way of collecting data quickly.
- To know that a pictogram is a chart that uses pictures to show data.



Pottery Primary School: Subject Long-Term Plan: Geography

Cycle: B KS1

KS 1	Year 1/2 Strand	Autumn 1	Autumn 2 Where am I?	Spring 1	Spring 2 Would you prefer to live in a hot or cold place?	Summer 1	Summer 2 What is it like to live in Shanghai?
	Key Skills		<ul style="list-style-type: none"> • Recognising some physical features in their locality. • Recognising some human features in their locality. • Using an atlas to locate the UK. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Recognising local landmarks on aerial photographs. • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map using simple pictures, colours 		<ul style="list-style-type: none"> • Locating all the world's seven continents on a world map. • Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place. • Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles. 		<ul style="list-style-type: none"> • Locating two of the world's seven continents on a world map. • Showing on a map which continent they live in. • Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country. • Recognising some physical features in their locality. • Recognising some human features in their locality. • Using an atlas to locate the UK. • Using a world map and globe to locate four of the world's seven continents (Europe and Asia). • Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.

or symbols to represent features.

- Using simple picture maps and plans to move around the school.
- Asking questions about the world around them.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

- Using a world map, globe and atlas to locate all the world's seven continents on a world map.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Recognising there are different ways to answer a question.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.

- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Adding labels to sketch maps.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features

							<p>of their school and school grounds.</p> <ul style="list-style-type: none"> • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
Key Knowledge and Physical			<ul style="list-style-type: none"> • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know the name of the country they live in. • To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). 		<ul style="list-style-type: none"> • To know some similarities and differences between their local area and a contrasting non European country. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. 		<ul style="list-style-type: none"> • To know the name of the two continents (Europe and Asia). • To know that a continent is a group of countries. • To know that they live in the continent of Europe. • To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans.

- To be able to name the seven continents of the world.
- To know that a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.