



Geography Long Term Plan 2 Year Cycle



	Autumn	Spring	Summer
	KS1		
Year R/1/2 (Cycle 1)	Fire Fire	Water Water Everywhere	Kings, Queens and Superheroes
Geography	<p>Where is Sparsholt? Where is London?</p> <ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 2. Name and locate the world's seven continents and five oceans 3. Identify seasonal and daily weather patterns in the United Kingdom 4. Use basic geographical vocabulary to refer to: key physical features, including: ** choose words from the NC specific to the local area and the chosen locations 5. Use basic geographical vocabulary to refer to: key human features, including: ** choose words from the NC specific to the local area and the chosen locations 6. Use world maps, atlases and globes to identify the United Kingdom and its countries 7. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map 8. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<p>Brilliant Beaches</p> <ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five oceans 2. Name, locate and the four countries and capital cities of the United Kingdom and its surrounding seas 3. Identify seasonal and daily weather patterns in the United Kingdom 4. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles # 5. 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 6. Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour & shop 7. 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 8. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left, and right] 9. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 10. 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 	<p>My local area</p> <ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 2. Name and locate the world's seven continents and five oceans 3. Identify seasonal and daily weather patterns in the United Kingdom 4. Use basic geographical vocabulary to refer to: key physical features, including: ** choose words from the NC specific to the local area and the chosen locations 5. Use basic geographical vocabulary to refer to: key human features, including: ** choose words from the NC specific to the local area and the chosen locations 6. Use world maps, atlases and globes to identify the United Kingdom and its countries 7. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map 8. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 9. Devise a simple map and use and construct basic symbols in a key 10. Use simple fieldwork and observational skills to study the geography of their park and its grounds and the key human and physical features of its surrounding environment
Year R/1/2 (Cycle 2)	Fun and Games	Explorers	Who Lives here?
Geography	<p>My local park.</p> <ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 2. Name and locate the world's seven continents and five oceans 3. Identify seasonal and daily weather patterns in the United Kingdom 4. Use basic geographical vocabulary to refer to: key physical features, including: ** choose words from the NC specific to the local area and the chosen locations 5. Use basic geographical vocabulary to refer to: key human features, including: ** choose words from the NC specific to the local area and the chosen locations 	<p>Hot or cold?</p> <ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five oceans 2. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles 3. 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 (delete as appropriate for your lessons) 4. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour & shop (delete as appropriate for your lessons) 5. Use world maps, atlases and globes to identify continents and oceans studied at this key stage 	<p>What is the same?</p> <p>Kota Kinabalu is a world away from our local area.</p> <p>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</p> <p>Local Study and comparisons How does Sparsholt compare to Winchester? (UK) How does Sparsholt compare to Kota Kinabalu (non- European)</p> <ol style="list-style-type: none"> 1. Name and locate the world's seven continents and five oceans

	<p>6. Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>7. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map</p> <p>8. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>9. Devise a simple map and use and construct basic symbols in a key</p> <p>10. Use simple fieldwork and observational skills to study the geography of their park and its grounds and the key human and physical features of its surrounding environment</p>	<p>6. 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</p> <p>7. 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</p> <p>8. 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</p>	<p>2. Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country</p> <p>3. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, vegetation, season and weather (words to embed will depend upon the features of your local area)</p> <p>4. Use basic geographical vocabulary to refer to: key human features, including: town, village, house, office and shop (words to embed will depend upon the features of your local area)</p> <p>5. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>6. Use simple compass directions (North, South, East and West) and locational and directional languages [for example, near and far; left and right] to describe the location of features and routes on a map</p> <p>7. 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</p> <p>8. 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.</p>
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KS2

Year 3 Cycle 1 & 2	<i>Stones, bones and the Metal Man</i>	<i>Temples, Tombs and Tutankhamun</i>	<i>Chomping Chocolate – from pod to pocket</i>
Geography	<p>Local Study – Settlement and land use</p> <p>Why do we like our local area and does it meet our needs?</p> <div data-bbox="424 1129 1080 1711" style="border: 1px solid black; padding: 5px;"> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time. 3 Identify the position and significance of Equator, Northern Hemisphere, latitude, longitude, Prime/Greenwich Meridian and time zones (including day and night). 4 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 5 Human geography: types of settlement and land use. 6 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 7 Use the four points of a compass to build their knowledge of the United Kingdom. 8 Use four-figure grid references to build their knowledge of the United Kingdom and the wider world. 9 Use symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom. 10 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	<p>Peru + Egypt</p> <p>Biomes and Climate Zones.</p> <p>Which is the easiest to live in?</p> <ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night) 3. Physical geography: climate zones 4. Physical geography: biomes and vegetation belts 5. Physical geography: water cycle 6. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 7. Use the four points of a compass to build their knowledge of the wider world 8. Use symbols and key to build their knowledge of the wider world 9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies 	<p>Ivory Coast</p> <p>Economic activity – Chocolate</p> <p>What is unique about Chocolate?</p> <ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on Africa concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night) 3. Physical geography: climate zones 4. Physical geography: biomes and vegetation belts 5. Human geography: the distribution of natural resources including food and water 6. Human geography: economic activity including trade links 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 8. Use the four points of a compass to build their knowledge of the wider world 9. Use symbols and key to build their knowledge of the wider world 10. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

Year 4 /5 (Cycle 1)	Vicious Vikings	The Mighty Mountains	The Greeks
Geography	<p>Is Southampton the Gateway to the World?</p> <p>Southampton Economic Activity</p> <div data-bbox="418 348 982 716" style="border: 1px solid black; padding: 5px;"> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time. 2 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 3 Human geography, including types of settlement and land use. 4 Human geography, including economic activity. 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 6 Use the four points of a compass to build their knowledge of the wider world. 7 Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. 8 Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 9 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. </div> <div data-bbox="418 730 655 831" style="margin-top: 10px;"> <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	<p>La Plagne is a World away from our local area</p> <p>How are Mountains formed? France – European Study Ski – resort – La Plagne</p> <div data-bbox="1160 390 1724 758" style="border: 1px solid black; padding: 5px;"> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2 Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night). 3 Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 4 Physical geography, including climate zones. 5 Physical geography, including mountains. 6 Human geography, including types of settlement and land use. 7 Human geography, including economic activity. 8 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 9 Use the four (introduce eight) points of a compass to build their knowledge of the wider world. 10 Use symbols and key to build their knowledge of the wider world. 11 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. </div> <div data-bbox="1160 772 1397 873" style="margin-top: 10px;"> <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	<p>Modern Greece</p> <p>To describe and understand key aspects of Greece including: Location of Greece Population Weather Trade and Tourism Land Use</p> <p>To understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and Greece.</p>
Year 4/5 (Cycle 2)	Britain Under Attack!	ANGRY EARTH	What do we mean by the Circle of Life?
Geography	<p>The Romans in Britain</p> <p>Why did the Roman's settle in Britain? How did they choose where to build towns/ settlements? How important was trade to the Romans? The Romans in Sparsholt</p> <ol style="list-style-type: none"> 1) Human geography: the distribution of natural resources including food and water 2) Human geography: economic activity including trade links 3) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 4) Use the four points of a compass to build their knowledge of the wider world 5) Use symbols and key to build their knowledge of the wider world 6) Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies 	<p>Nepal – Mountains and Earthquakes</p> <p>Mountains don't move.</p> <div data-bbox="1160 1083 1843 1461" style="border: 1px solid black; padding: 5px;"> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Locate the world's countries, using maps to focus on Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2 Identify the position and significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night). 3 Physical geography, including mountains. 4 Physical geography, including earthquakes. 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 6 Use the eight points of a compass to build their knowledge of the wider world. 7 Use four and six-figure grid references to build their knowledge of the wider world. 8 Use symbols and key to build their knowledge of the wider world. 9 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. </div> <div data-bbox="1160 1482 1457 1598" style="margin-top: 10px;"> <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	

Year 5/6 (Cycle 1)	<i>Crime Stoppers</i>	<i>Hola Mexico!</i>	<i>Brain Smart</i>
Geography	<p>The UK What and where are the human and physical features in the UK?</p> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Locate the world's countries, using maps to focus on Europe, (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time. 3 Identify the position and significance of Equator, Northern Hemisphere, Arctic Circle, latitude and longitude. 4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 5 Use the eight points of a compass to build their knowledge of the United Kingdom. 6 Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. <p>Key</p> <ul style="list-style-type: none">  = locational knowledge  = place knowledge  = human and physical geography  = geographical skills and fieldwork 	<p>The Chihuahuan Desert.</p> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2 Identify the position and significance of Equator, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night). 3 Understand geographical similarities and differences through the study of the human and physical geography of a region within South America. 4 Physical geography, including climate zones. 5 Physical geography, including biomes and vegetation belts. 6 Human geography, including types of settlement and land use. 7 Human geography, including economic activity. 8 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 9 Use the eight points of a compass to build their knowledge of the wider world. 10 Use symbols and key to build their knowledge of the wider world. 11 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>Key</p> <ul style="list-style-type: none">  = locational knowledge  = place knowledge  = human and physical geography  = geographical skills and fieldwork 	
Year 5/6 (Cycle 2)	<i>We can do it!</i>	<i>There is no Planet B</i>	Why are the Rainforests so important?
Geography		<p>Describe and understand key aspects of: physical geography, including: climate zones and rivers. What is the difference between weather and Climate?</p> <p style="text-align: center;">Rivers and the water cycle – River <i>Itchen</i></p> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time. 2 Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn. 3 Physical geography, including rivers. 4 Physical geography, including the water cycle. 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 6 Use the eight points of a compass to build their knowledge of the United Kingdom. 7 Use six-figure grid references to build their knowledge of the United Kingdom. 8 Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. 9 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>Key</p> <ul style="list-style-type: none">  = locational knowledge  = place knowledge  = human and physical geography  = geographical skills and fieldwork 	<p>Understanding geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America</p> <p>What do you want the children to learn?</p> <ol style="list-style-type: none"> 1 Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2 Identify the position and significance of Equator, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night). 3 Understand geographical similarities and differences through the study of the human and physical geography of a region within South America. 4 Physical geography, including climate zones. 5 Physical geography, including biomes and vegetation belts. 6 Human geography, including types of settlement and land use. 7 Human geography, including economic activity. 8 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 9 Use the eight points of a compass to build their knowledge of the wider world. 10 Use symbols and key to build their knowledge of the wider world. 11 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>Key</p> <ul style="list-style-type: none">  = locational knowledge  = place knowledge  = human and physical geography  = geographical skills and fieldwork