



Sparsholt C of E Primary School

Geography Long Term Plan

2 Year Cycle



	Autumn	Spring	Summer
	KS1		
Year R/1/2 (Cycle 1)	<i>Fun and Games</i>	<i>Explorers</i>	<i>Who Lives here?</i>
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 seas2. Name and locate the world's seven continents and five oceans3. Identify seasonal and daily weather patterns in the United Kingdom4. Use basic geographical vocabulary to refer to: key physical features, including: ** choose words from the NC specific to the local area and the chosen locations5. Use basic geographical vocabulary to refer to: key human features, including: ** choose words from the NC specific to the local area and the chosen locations6. Use world maps, atlases and globes to identify the United Kingdom and its countries7. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map8. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features9. Devise a simple map and use and construct basic symbols in a key10. 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>Hot or cold?</p> <ol style="list-style-type: none">1. Name and locate the world's seven continents and five oceans2. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles3. 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 stage6. 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 map7. 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 key8. 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>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 oceans2. 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 country3. 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)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)5. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage6. 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 map7. 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 key8. 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.

Year R/1/2 (Cycle 2)	Fireworks & Festivals	Water Water Everywhere	Kings, Queens and Superheroes
Geography	Where is Sparsholt? Where is London? 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	Brilliant Beaches 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	My local area 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

KS2			
Year 3/4 (Cycle 1)	<i>Vicious Vikings</i>	<i>The Mighty Mountains</i>	<i>The Greeks</i>
Geography	<p>Is Southampton the Gateway to the World? Southampton -Economic Activity</p> <p>Name and locate the countries and cities of the UK, geographical regions and the human and physical characteristics, key topographical features and land use and how tis may have changed over time. Human geography, including land use, settlement type, economic activity. Using maps, atlases and computers to describe features studied. Using 8 point compass and symbols on maps to build knowledge of the wider world. 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>	<p>The Alps versus The Lake District</p> <p>How are Mountains formed? The Alps – European Study The Lake District – UK study and comparison Locate the worlds countries using maps to focus on Europe and mountains. Understand geographical similarities and differences through the study of human and physical geography in the region. Physical geography including mountains and climate zones. Human geography including settle types, land use and economic activity. Using 8 point compass to build knowledge of the wider world. Using symbols on maps to build knowledge of the wider world. Using 4-6 point grid refences to build knowledge of the wider world. 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>	
Year 3/4 (Cycle 2)	<i>Britain Under Attack!</i>	<i>ANGRY EARTH</i>	<i>What do we mean by the Circle of Life?</i>
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>Volcanoes and Earthquakes</p> <p>Locate the worlds countries using maps, atlases to focus on Asia, key physical and human characteristics of the regions. Identify the position and the significance of the equator, northern and southern hemisphere, Prime meridian and time zones. Physical geography, including mountains, earthquakes, volcanoes. Using maps, atlases and computers to describe features studied. Using 8 point compass and symbols on maps to build knowledge of the wider world. Using 4-6 point grid refences to build knowledge of the wider world. 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>	

Year 5/6 (Cycle 1)	<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>Rivers and the water cycle – River <i>Itchen</i></p> <div> <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. </div> <div> <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	<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> <div> <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. </div> <div> <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 2)	<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> <div> <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. </div> <div> <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	<p>The Chihuahuan Desert.</p> <div> <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. </div> <div> <p>Key</p> <ul style="list-style-type: none"> = locational knowledge = place knowledge = human and physical geography = geographical skills and fieldwork </div>	