

# Alverstoke Infant School - Geography Long Term Plan

## Geography Curriculum Long Term Plan



	<u>Geography Curriculum Long Term Plan</u>
<p><b>EYFS</b></p>	<p><b>Understanding the World</b>                  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
<p><b>KS1 POS</b></p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><b>Pupils should be taught to:</b></p> <ol style="list-style-type: none"> <li>1. Locational and Place knowledge                         <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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 Human and physical geography</li> </ul> </li> <li>2. Human Processes                         <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>3. Physical Processes                         <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 world in relation to the Equator and the North and South Poles</li> <li>• 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</li> </ul> </li> <li>4. Geographical skills and fieldwork                         <ul style="list-style-type: none"> <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> <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 Geography – key stages 1 and 2 3</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> <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> </li> </ol>
<p><b>EYFS</b></p>	<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- People, Culture and Communities</li> <li>- The Natural World</li> <li>- Similarities and differences between local area and others</li> </ul>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Subject content</b>	<p><b><u>Homes and Families</u></b> Recognise Alverstoke Infant School within Alverstoke and Gosport and make links to their own house and local community.</p> <p><b><u>Make Comparisons -</u></b> Identify some similarities and differences in their local community including their home and surrounding area of school. Discuss their favourite places</p> <p>Prepositional language</p> <p>(Stanley Park trip)</p>	<p><b><u>We're going on a leaf hunt</u></b> (Stanley Park trip) Autumn</p> <p>Develop vocabulary of places around the local area/ general knowledge, for example Through stories, videos, discussion etc.</p> <p>House Factory Farm Harbour High street Office Port Shop Post Office Park Library Museum Café Cathedral</p>	<p><b><u>Winter Wonderland</u></b></p> <p>Winter hedgehog (Winter walk) Dinosaurs</p> <p>Begin to notice human features in their local community.</p> <p>Begin to identify and name simple human features of local community.</p>	<p><b><u>Spring</u></b> (Stanley Park trip)</p>	<p><b><u>Mini Beasts</u></b> Finding Out About Different Habitats (Local trip)</p>	<p>Summer Under the sea At the Beach (Stokes Bay Trip)</p>
<b>YEAR 1</b>	<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>○ Develop contextual knowledge of our local geography in relation to the UK and beyond</li> <li>○ Identify and locate countries of the UK and their in relation to each other</li> <li>○ Identify and understand human and physical features, using appropriate geographical vocabulary</li> <li>○ Use simple maps and aerial photographs to describe locations and plan routes</li> </ul>					

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	<ul style="list-style-type: none"> <li>○ Draw simple maps involving basic symbols in a key</li> <li>○ Use first-hand observational skills to study locations and collect simple data in pictographs or similar.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject content	<p><b><u>My School</u></b> LO: 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><b>The school and my local area.</b></p> <p>What is special about our school? <i>Look at the different areas and what they are used for.</i> <i>How could you record them. Draw a picture.</i></p> <p><b>Field Study</b> Where do we live? Aerial photo/map of school &amp; school Grounds</p>	<p><b><u>Seasons</u></b> Identify seasonal weather patterns in the United Kingdom.</p> <p>To know that the weather in Britain has distinct weather patterns and what they are. <b>Is the sun is always shining in the UK?</b></p> <p>Autumn weather Compare to other seasons</p> <p>Autumn – around our school grounds</p> <p><b>Field study</b> of the weather diary. Collect data regarding the weather. What is the pattern of weather in Alverstoke in November?</p> <p>Chose somewhere else in the UK and use Windy.com to compare the weather in Alverstoke to here.</p>	<p><b><u>Maps around the World</u></b> LO: Develop contextual knowledge of our local geography in relation to the UK and beyond</p> <p>LO: Show awareness of the continents of the world and the five oceans in relation to each other</p> <p>LO: 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>Make Bird’s Eye View maps</p> <p>Look at the world map Begin to show an understanding of continents and oceans Locate United Kingdom Know that the United Kingdom is made up of England ,Ireland, Scotland, Wales</p>	<p><b><u>Contrasting Locations</u></b> Recap LO: Identify and locate continents of the world and the five oceans in relation to each other</p> <p>LO: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Hot and cold areas</b> Penguins in Antarctica Animals in the desert Recap weather in our country – neither very hot nor very cold.</p> <p>LO: 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 Geography.</p>	<p><b><u>Our Village</u></b> LO: Use simple maps and aerial photographs to describe locations and plan routes</p> <p>LO: 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>LO: key human features, including: city, town, village, factory, farm, house, office, port, harbour &amp; shop</p> <p><b>Field Study</b> Alverstoke village Look at the key features of the village e.g. church, shop, post office etc. What shops or facilities are there? How do people get there? Why are they all together?</p> <p>Can the shops be grouped?</p>	<p><b><u>The Local Area – How has the local area changed from the Victorian era?</u></b> LO: Identify and understand human and physical features, using appropriate geographical vocabulary</p> <p>LO: Use simple fieldwork and observational skills to study the geography of our locality (the village) and the key human and physical features of its surrounding environment.</p> <p>My local area has changed so much. Victorian buildings Now and then Local area – The Village</p> <p><b>Field study</b> of the buildings around the village and Stokes Bay. Using photos - compare</p>

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			Know north, south, east and west			
<b>Suggested resources</b>	<b>Additional:</b> Class chart - Seasonal/daily weather patterns Local <a href="https://www.windy.com/50.795/-1.121?50.397,-1.121,8">https://www.windy.com/50.795/-1.121?50.397,-1.121,8</a>  <a href="#">Windy: Wind map &amp; weather forecast</a>		Continents and oceans song <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a> <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a> Google Earth – Zoom in/out UK Atlases & world maps	Examples of maps with keys Google Earth – Zoom in/out World maps Atlases/Globes  <a href="https://www.nationalgeographic.org/encyclopedia/">https://www.nationalgeographic.org/encyclopedia/</a>		
<b>YEAR 2</b>	<b>Ongoing:</b> <ul style="list-style-type: none"> <li>○ Develop contextual knowledge of our local geography in relation to the UK and beyond</li> <li>○ Identify and locate continents of the world and the five oceans in relation to each other – including the seasons and weather</li> <li>○ Compare similarities and differences of places including human and physical features, using appropriate geographical vocabulary</li> <li>○ Use maps, aerial photographs and simple compass directions to describe locations and plan routes</li> <li>○ Draw more detailed maps involving basic symbols in a key</li> <li>○ Use first-hand observational skills to study locations and collect simple data to analyse/compare using simple graphs or tallies etc.</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Subject content</b>	<b><u>The UK and Beyond</u></b> LO: Develop contextual knowledge of our local geography in relation to the UK and beyond  LO: Identify and locate continents of the world and the five oceans in relation to each other – including the seasons and weather  Learn the continents & oceans.  Identify UK on a map, explore other countries of interest e.g. children in class may have links/ heard of.	<b><u>Contrasting non - European country India</u></b>  What are the differences between India and the U.K?  LO: 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 Human and physical geography	<b><u>Maps</u></b> LO: 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  LO: Use maps, aerial photographs and simple compass directions to describe locations and plan routes  Map skills Cardinal directions	<b><u>Climates - Planet Earth Protectors</u></b> LO: Develop contextual knowledge of our local geography in relation to the UK and beyond  LO: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Planet Earth Protectors Hot/cold regions Map skills Continents & oceans recap	<b><u>The Local Area</u></b> LO: 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  LO: Use first-hand observational skills to study locations and collect simple data to analyse/compare using simple graphs or tallies etc. key human features, including: city, town,	<b><u>Glorious Gosport – comparison with Stokes Bay.</u></b> What are the primary uses of the Gosport harbour compared to Stokes Bay?  What do people use Stokes Bay for? LO: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  LO: Compare similarities and differences of places including human and physical features, using

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	<p>LO: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Compare Kolkata, India with Gosport (Non-EU Case Study) Map skills</p> <p><a href="#">WindowSwap - Ganges River – Varanasi, India</a></p>	<p>What different types of land-use can we find? Are there any green spaces and what are they used for?</p> <p><b>Land use:</b> the way in which land is used by people. Examples could include housing, industry or green spaces (such as parklands or farming).</p> <p><b>Function:</b> the main activities or purpose of a settlement. E.g. residential, industrial, commercial and recreational.</p> <p>What types of buildings can we find and what are they used for?</p>	<p>Cardinal directions</p> <p>Sustainability (this is not in the National Curriculum for KS1 but it is for KS3 so have kept it in and linked it to literacy unit.)</p>	<p>village, factory, farm, house, office, port, harbour &amp; shop</p> <p>Field study of Alverstoke Village To be able to describe key human and physical features.</p> <p>Physical features – look at maps of our local area and identify land use e.g. parks, beach, woodland Human features - Street furniture – why is it placed where it is?</p>	<p>appropriate geographical vocabulary. Field study of the local area Stokes Bay/Gosport comparison What are the 2 places used for?</p> <p>Map with simple key</p>
<p><b>Suggested resources</b></p>	<p>Google Earth <a href="http://www.windy.com">www.windy.com</a></p> <p><a href="https://www.windy.com/50.795/-1.121?50.397,-1.121,8">https://www.windy.com/50.795/-1.121?50.397,-1.121,8</a></p> <p>World maps and atlases Google Earth Continents and oceans song <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a> <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p> <p><a href="http://www.windowswap.com">www.windowswap.com</a></p>	<p><a href="http://www.windy.com">www.windy.com</a></p> <p><a href="https://www.windy.com/50.795/-1.121?50.397,-1.121,8">https://www.windy.com/50.795/-1.121?50.397,-1.121,8</a></p> <p><a href="https://www.nationalgeographic.org/encyclopedia/">https://www.nationalgeographic.org/encyclopedia/</a></p> <p><a href="https://www.window-swap.com/Window">https://www.window-swap.com/Window</a></p>	<p><a href="http://www.windy.com">www.windy.com</a></p> <p><a href="https://www.windy.com/50.795/-1.121?50.397,-1.121,8">https://www.windy.com/50.795/-1.121?50.397,-1.121,8</a></p> <p>Google earth Local tourist information leaflets Promotional videos about The Solent/ Southampton/Portsmouth links</p>			