

LONG TERM PLAN – KEY LEARNING OBJECTIVES

Children should be taught to :

	NURSERY [30-50 months]	RECEPTION [40-60months / ELG]
Geography	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> • Using reading interpreting – talk about own picture maps. • Position & orientation – point to places you can see / follow directions – up, down. • Drawing – make a representation of a real or imaginary place. • Perspective [viewpoint] – draw round objects 1:1 to get plan view. • Scale – recognise and name things [bigger, smaller]. • Map purpose & style – explore globes and maps. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> • Can they comment and ask questions about the world? • Can they talk about some of the things they have observed? • Can talk about why things happen and how things work? • Can show care and concern for living things and the environment. 	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> • Using reading interpreting – identify local features on aerial photograph. • Position & orientation – follow directions [up, down, left and right] / match pictures on grid. • Drawing – draw picture maps with labels of places they know, imaginary places or from stories. • Symbols – use own symbols. Recognise plan shapes and basic symbols. • Perspective [viewpoint] – use models to get different view points. • Scale – recognise & name things bigger, smaller, longer, shorter, like, unlike. • Map purpose & style – take from and add information to picture maps in story and atlas. Use globes and match with wall maps and pictures. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> • Can look closely at similarities, differences, patterns and change. • They can talk about the features of their immediate environment and how they might vary. • Can make observations of animals and plants? • Can explain why some things occur and talk about changes?

	YEAR 1 [Level 1]	YEAR 2 [Level 2]
Geography	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> Using reading interpreting – follow a route on prepared maps and find information. Find information from aerial photographs. Position & orientation – Point and draw arrow maps in classroom. Develop locational vocabulary. Drawing – to make freehand maps of gardens, watery places, places in stories. Symbols – use own and class agreed symbols on maps. Practise plan views to use. Perspective [viewpoint] – look down on objects to make plan, eg on desk, high window, to playground. Scale – draw objects on table or tray to scale using squared paper 1:1 Map purpose & style – understand purpose of map to show ‘where’. Games with maps and globes. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> Say what they like about their locality? Sort things they like and don’t like? Answer some questions using different resources, such as books, the internet and atlases? Think of a few relevant questions to ask about a locality? Answer questions about the weather? Keep a weather chart? Tell someone their address? Explain the main features of a hot and cold place? Describe a locality using words and pictures? Explain how the weather changes with each season? Name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’? Explain why they would wear different clothes at different times of the year? Tell something about the people who live in hot and cold places? Explain what they might wear if they lived in a very hot or a very cold place? Identify the four countries making up the United Kingdom? Name some of the main towns and cities in the United Kingdom? Point out where the equator, north pole and south pole are on a globe or atlas? 	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> Using reading interpreting – Find information from aerial photographs. Begin explaining why and how. Position & orientation – Introduce 4 cardinal points. Introduce simple grids. Drawing – to draw freehand route maps. Symbols – Realise need for key for map symbols. Perspective [viewpoint] – look at large scale vertical aerial photograph. Scale – draw objects on table or tray to scale using squared paper 1:2 and so on. Map purpose & style – use teacher prepared maps. Large scale street maps and large scale OS maps [1:1250, 1:2500]. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> Label a diagram or photograph using some geographical words? Find out about a locality by using different sources of evidence? Find out about a locality by asking some relevant questions to someone else? Say what they like and don’t like about their locality and another locality like the seaside? Make inferences by looking at a weather chart? Make plausible predictions about what the weather may be like in different parts of the world? Describe some physical features of their own locality? Explain what makes a locality special? Describe some places which are not near the school? Describe a place outside Europe using geographical words? Describe some of the features associated with an island? Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Find the longest and shortest route using a map? Use a map, photographs, film or plan to describe a contrasting locality outside Europe? Describe some human features of their own locality, such as the jobs people do? Explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Explain what facilities a town or village might need? Explain how the weather affects different people? Name the continents of the world and find them in an atlas? Name the world’s oceans and find them in an atlas? Name the major cities of England, Wales, Scotland and Ireland? Find where they live on a map of the UK? Can they locate some of the world’s major rivers and mountain ranges? Point out the North, South, East and West associated with maps and compass?

More Able Year 1 [INTO LEVEL 2]

- Can they answer questions using a weather chart?
- Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
- Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?
- Can they name different jobs that people living in their area might do?
- Can they name a few towns in the south and north of the UK?

More Able Year 2 [HIGH LEVEL 2]

- Can they make inferences by looking at a weather chart?
- Can they make plausible predictions about what the weather may be like in different parts of the world?
- Can they find the longest and shortest route using a map?
- Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?
- Can they explain how the weather affects different people?
- Can they locate some of the world's major rivers and mountain ranges?
- Can they point out the North, South, East and West associated with maps and compass?

	YEAR 3 [Level 2-3]	YEAR 4 [Level 3]
Geography	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> • Using reading interpreting – use large scale map outside. Use map of other places. Test each other with route maps. • Position & orientation – Use simple grids. Use 4-figure coordinates to locate features. • Drawing – make a map of a short route with features in correct order. • Symbols – give maps a key with standard symbols. Use plan view regularly. • Perspective [viewpoint] – look at view from high place. • Scale – Use paces or tape outside. Simple scale plan of room with whole numbers eg 1 sq. cm = 1 square tile on the floor. • Map purpose & style – Start giving maps a title to show purpose. Use atlas, maps and globe. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> • I can sources of evidence and information to respond to a range of questions. • I can write sentences about the main events, people or places. • I can carry out a simple questionnaire. • I am able to use simple equipment to measure and record – eg weather instruments. • I can begin to use smaller scale aerial view. • I can identify differences between places. • I can communicate geographical information in a variety of ways, including through maps and writing at length. 	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> • Using reading interpreting – Locate photos of features. Use oblique aerial views. • Position & orientation – Add direction instructions up to 8 cardinal points. Practise to improve speed & accuracy. • Drawing – make map of small area with features in correct places. • Symbols – start using OS style symbols. • Perspective [viewpoint] – look at smaller scale aerial view. Use computer program to reinforce. • Scale –. Simple scale plan of room with whole numbers moving onto 1cm² = 1m². Use scale bar on atlas maps. • Map purpose & style – Use thematic maps. Use OS maps 1:1250, 1:2500 and 1:10000. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> • I can carry out surveys. • I can investigate the local area, looking at types of shops, services and houses. • I can identify position & significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Artic & Antarctic Circle, and time zones [including day & night]. • I continue to develop a wider geographical vocabulary using terms such as routes, community, recycling, pollution, clouds, rainfall, key, urban, rural, human, physical environment to describe places or geographical features in different ways.

	YEAR 5 [Level 3-4]	YEAR 6 [Level 4]
Geography	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> • Using reading interpreting – relate map to vertical aerial photograph. • Position & orientation – use 4-figure coordinates to locate features. To know directions in neighbourhood. • Drawing – make sketch maps of area using symbols and key. • Symbols – use agreed and OS symbols. Begin to appreciate maps cannot show everything. • Perspective [viewpoint] – begin to develop using higher viewpoints up to satellite. • Scale – Use a scale bar on all maps. • Map purpose & style – use index and contents page of atlas. Move to OS 1:10.000 maps. Use thematic maps for specific purposes. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> • I can draw upon my knowledge and understanding of beyond the local area and UK to Europe, N & S America to suggest suitable questions and make decisions based on knowledge, understanding and facts. • I use fieldwork to observe, measure & record human & physical features in local area using a range of methods, including sketch maps, plans, graphs & digital technologies. • I introduce precise geographical words when describing geographical places, features & processes – eg erosion, deposition, mouth, source, tributary, cliff, bay, headland, relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region, raw material, energy, fuel, power, natural resource, labour, manufacture. • I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical & human characteristics, countries and major cities. • I can use maps, atlases, globes & digital / computer mapping to locate countries & describe features studied. 	<p><u>MAP SKILLS</u></p> <ul style="list-style-type: none"> • Using reading interpreting – relate maps to each other. Follow routes on maps saying what is seen. • Position & orientation – use 6-figure coordinates to locate features. Align map with route. • Drawing – make plan for garden, play park, with scale. • Symbols – use agreed and OS symbols. To appreciate maps cannot show everything. • Perspective [viewpoint] – to develop using higher viewpoints up to satellite. Use models to introduce contours and slope. • Scale – Use linear scale to measure rivers. • Map purpose & style – Move to OS 1:25.000 maps. Realise purpose, scale, symbols and style are related. <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> • I can give a few reasons for the impact of geographical influences / effects on people, place or themes studied. • I know location of places of global significance, their defining physical and human characteristics and how they relate to one another. • I can collect, analyse & communicate with a range of data gathered in experiences of fieldwork to show I understand some geographical processes. • I can carry out a focussed, in-depth study, looking at issues / changes in the area. • I can imagine how & why an area may change in the future. • I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems [GIS]. • I can understand processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • I can describe & understand key aspects of physical & human geography including climate zones, biomes, vegetation belts, rivers, mountains, water cycle, earthquakes, volcanoes, settlements, land use, economic activity, trade links, distribution of natural resources, eg energy, food, minerals and water supplies.

ABLE YEAR 6

[Level 5]

Geography

MAP SKILLS

- Using reading interpreting – follow route on 1:50.000 OS map. Describe features seen and relate to each other. Interpret relief.
- Position & orientation – use 6-figure grid references. Align map. Use latitude and longitude in atlas.
- Drawing – design maps from descriptions. Draw thematic maps eg local open spaces. Draw scale plans.
- Symbols – use standard symbols. Know 1:50.000 symbols and atlas symbols.
- Perspective [viewpoint] – develop understanding of height and slope with map and fieldwork, maps and photographs [contours].
- Scale – read and compare map scales. Draw measured plans eg from field data.
- Map purpose & style – appreciate different map projections. Interpret distribution maps and use thematic maps for information.

GEOGRAPHICAL SKILLS

- I can begin to suggest relevant geographical questions and issues.
- I am able to complete a small fieldwork project with detailed method, and analysis of results.
- I can explain most of the results and show links between them.
- I can understand height / slope in fieldwork and maps and photographs [contours].
- I can describe and start to explain geographical processes using the correct terminology.
- I can select appropriate map resources to find and show detailed information.
- I use ICT to enhance learning & present findings.
- I describe & make links between places & features.
- I give reasons for differences.
- I can interpret distribution & thematic maps for information.