



St John's Catholic Infant School

GEOGRAPHY LONG TERM PLAN



OUR GEOGRAPHY INTENT

At St John's Catholic Infant School, children develop their use and understanding of geographical vocabulary so they can confidently and articulately describe the world around them. As Geographers, children will understand their place in the world through a widening geographical perspective both locally and globally. Their learning is enhanced through fieldwork and first-hand experience, deepening their understanding of Bebington and their local area.

YEAR ONE	Autumn Term Autumn 1 'Where I Live' (Field work, physical, human local area, enquiry)	Spring Term Spring 2 'The Adventure of the Green Ship' (Physical, Human local area, Enquiry, Knowledge)	Summer Term Summer 1 'Down on the Farm' (Field work / physical/ enquiry)
IMPLEMENTATION	<p><i>As geographers, children will:</i></p> <p>Describe own locality using words and pictures. Name key features of where we live, church, station etc. Name different styles of houses/ buildings. Know their address. Talk about what they like/ dislike about locality. Ask questions about where they live.</p>	<p><i>As geographers, children will:</i></p> <p>Able to explain the main features of a hot and cold place. Able to tell something about the people who live in hot and cold places. Identify four countries making up UK. Name some of towns & cities in UK. Answer questions using Atlases, books, internet Know four compass points.</p>	<p><i>As geographers, children will:</i></p> <p>Able to ask and answer questions about the weather. Record weather changes in weather chart and talk about the changes. Answer questions using a weather chart. Able to talk about how the weather changes with each season.</p>
END POINTS	<p>Children working at the expected standard: I can name and talk about buildings and features of where I live. I can ask questions about where I live. I can show and talk about different types of houses and buildings in the local area. I can talk about simple features on a map. I can draw a map showing some features of the local area. I can show and talk about buildings and features in the local area. I can spot old and new buildings. I can make a simple map showing features of the local area. I can talk about where I live using more vocabulary.</p> <p>Children working at greater depth:</p>	<p>Children working at the expected standard: I can show the features of a hot and cold place – such as temperature, weather, physical features and animals. I can talk about how people survive living in hot and cold places. I can name the four countries of the UK. I can name capital cities and our town. I can show and talk north, east, south and west.</p> <p>Children working at greater depth: I can use data in my findings and talk about this with understanding. I can give reasons why places are hot and cold. I can name some rivers, and other cities / towns. I can show and talk NW, SW, NE, SE.</p>	<p>Children working at the expected standard: Can talk about the weather in Spring. Can talk about the season of Spring. Can observe, record and measure the weather. Can talk about the weather data they have recorded. Can ask and answer questions about the weather.</p> <p>Children working at greater depth: Can use data to show effect of seasonal change and give reasons to how the weather affects us. Can measure with accuracy. Can talk about patterns they see.</p>

	<p>I can talk about local places with accuracy using correct place names.</p> <p>I can compare buildings where I live and talk about the things they have the same or different.</p> <p>I can work with more accuracy and detail on my map showing more features of the local area.</p>		
VOCABULARY	<p>Bebington, New Ferry, house, Oval Sports Centre, running track, field, hill, woods, roads, railway station, Liverpool, Chester, Wirral Peninsula, semi-detached, detached, bungalow, terraced house, flats, High School, shops, supermarket, restaurant, café, petrol station River Mersey, semi-detached, detached, bungalow, terraced house, Oval Sports Centre, running track, field, hill, woods, roads, railway station, map, flats, High School, shops, café supermarket, restaurant, petrol station, map, images, Under, over, next to, past, in front, behind.</p>	<p>Voyaging, hot / cold places, arctic, polar, Antarctica, desert, landscape, temperature, population, extreme, protect, survive, United Kingdom, England, Wales, Northern Ireland, Scotland, Map, London, Cardiff, Edinburgh, Belfast. Atlas, maps, continents, globe, ocean, land. North, south, east and west. NW, SW, NE, SE. Compass</p>	<p>Symbol, temperature, sunshine, rain, hail, snow, windy, cloudy, overcast, fog, thunder, sleet, ice, lightning, drizzle, dry, stormy, showers, wet, Seasons, Autumn, Spring, Summer, Winter, weather chart, changes.</p>
ENHANCEMENT S	<p>Local History/ Geography Walk</p> <p>Google maps/Images</p>		<p>Visit to Church Farm</p>

YEAR TWO	Autumn Term Autumn 1 ‘Lord Lever & Port Sunlight’ (Human & Physical, Skills and Fieldwork)	Spring Term Spring 2 ‘China’ (Contrasting Locality - China)	Summer Term Summer 2 ‘Pirates on Tour’ (Map Skills, location knowledge, Human & Field Work) (Science Link)
IMPLEMENTATION	<p><i>As geographers, children will:</i></p> <p>Use basic geog vocabulary to refer to: key physical features, river, river bank, hill, landscape key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use simple compass directions and locational and directional language (near and far; left and right), to describe the location of features on a map</p>	<p><i>As geographers, children will:</i></p> <p>Place knowledge Able to find information about a geographical location using an atlas and google earth. Able to find out about a locality by using an Atlas. Able to describe a place outside Europe using geographical words (China) Able to describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. To compare school life in China (Beijing) and the UK (my own school).</p>	<p><i>As geographers, children will:</i></p> <p>Able to know the four countries making up UK and capital cities. Know capital cities of each. Able to name and locate the world’s 7 continents and 5 oceans. To know the facilities that a settlement might need for people to survive. To know the jobs that people may need to do to support a settlement. To know and understand how humans can spoil a settlement. To know how humans can make a settlement better and improved.</p>

<p>END POINTS</p>	<p>Children working at the expected standard: I can talk about the physical features of Port Sunlight – flat land, deep river bed, River Mersey, River Dee. I can identify many human features. I can use correct locational and directional language. I can talk about some of the things as MP does.</p> <p>Children working at greater depth: Use more subject specific vocabulary with independence. I can make links from previous field trips with independence being a learning buddy to others. Recall compass points NE, SE, NW, SW with independence.</p>	<p>Children working at the expected standard: I can use geographical words and phrases. I can use an atlas to find China and some of the geographical features. I can create a map of China, label places and some geographical features. I can use geographical words to talk about a landscape. I can draw a picture to show geographical features and label these. I can label features of a photograph using geographical words. I can describe some of the differences and similarities between schools in China and in the UK.</p> <p>Children working at greater depth: I can use accurate vocabulary to identify geographical places. I can talk confidently about how maps work. I can independently extend my learning by adding features from the Atlas Able to support others and explain how the cross section diagram works. I can explain my understanding to others and be a learning buddy to others when talking about China</p>	<p>Children working at the expected standard: I can name the countries of the UK and their capital cities. I can identify the continents and oceans of the world. I can use grid references to locate places. I can show what facilities a settlement needs. I can show what jobs need to be done to help people survive. I can show how people harm a settlement and how they can improved it.</p> <p>Children working at greater depth: I can accurately and effectively link learning from previous lessons by including compass directions. I can name some other places in the UK / counties around the world and locate them. I can extend my learning by adding additional features.</p>
<p>VOCABULARY</p>	<p>England, Wales, Wirral, peninsula, Port Sunlight, Chester, River Dee, River Mersey, motorway, railway, compass points, North, South, East, West, Human, Physical Features, River, Vegetation, Weather, City, Village, Factory, House, Shop, Map, Location, Position, Features, Left, Right, Near, Far</p>	<p>China, Asia, UK, Europe, country, continent, ocean, sea, equator, Yellow River, Yangtze River, Himalayas, Mount Everest, Great Wall of China, , Beijing, Shanghai, compass points N, S, E, W (NW, SE, SW, NE), Pacific Ocean, google earth, mapping, globe, landscape, capital city, borders, megacity, Gobi Desert, grassland, transport, similarities, differences, comparison, observe, urban, rural.</p>	<p>Arial photographs, perspective, landmarks, world's 7 continents – Europe, Asia, North America, South America, Africa, Australasia, Oceania, Antarctica, 5 oceans, Atlantic, Pacific, Indian, Arctic, Antarctic, UK, Cardiff, Belfast, Dublin, London, Edinburgh Settlement, Humans.. Jobs employment facilities medical centre, school, homes, shops, church settlement, farm, port, offices, sport, places of worship, roads, paths, banks, Spoil pollution litter waste, wasteful, rubbish, Recycle reuse, conserve</p>
<p>ENHANCEMENT S</p>	<p>Visit to Port Sunlight Google maps and Google street view</p>		<p>School Environment/Habitat</p>