

Geography Long Term Plan



	EYFS	Year 1- Europe	Year 2- Wider world	Exceeding
<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>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human 		<p>To use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. <i>(E.g. Using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods.)</i></p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. <i>(E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)</i></p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps. <i>(E.g. Research food that originates from different parts of the UK and create a map showing where regional foods come from. Design a menu for a 'Great British Picnic' using these foods.)</i></p>
	<p><u>EYFS Curriculum - UW</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30-50 months). Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50 months). Talk about the features of their own immediate environment and how environments might vary from one another (ELG).</p>	<p>To know about the local area and name key landmarks, e.g. the nearest local green space. <i>(E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)</i></p>	<p>To know about the local area, and name and locate key landmarks. <i>(E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)</i></p>	<p>To know the local area and its physical and human geography. <i>(E.g. Investigate how other people view the local area, e.g. tourism websites. Create a vocabulary list of the human and physical features of the local area and how people can use and change these. Describe these features and locate them on a map using images or drawings.)</i></p>

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<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 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 					
			<p>To recognise and name some continents and oceans on a globe or atlas. <i>(E.g. Use the name of a continent when describing the location of the habitat of a significant animal.)</i></p>	<p>To name and locate the seven continents and five oceans on a globe or atlas. <i>(E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)</i></p>	<p>The child knows the relative locations of the continents and oceans to the equator and North and South Poles. <i>(E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)</i></p>
	<p><u>EYFS Curriculum- UW</u> Develop an understanding of growth, decay and changes over time (30-50 months). To look closely at similarities, differences, patterns and change (40-60 months)</p>	<p>To talk about the day-to-day weather and some of the features of the seasons in their locality. To show awareness that the weather may vary in different parts of the UK and in different parts of the world. <i>(E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your</i></p>	<p>To identify seasonal and daily weather patterns in the United Kingdom. To describe which continents have significant hot or cold areas and relate these to the Poles and Equator. <i>(E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)</i></p>	<p>To talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. To describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. <i>(E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in your area in the role play.)</i></p>	



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<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; 			<i>area.)</i>		
	<p><u>EYFS Curriculum - UW</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30-50 months). Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50 months). Talk about the features of their own immediate environment and how environments might vary from one another (ELG).</p>	<p>To talk about a natural environment, naming its features using some key vocabulary. <i>(E.g. Make a place in a box that shows the habitat of an animal.)</i></p>	<p>To recognise a natural environment and describe it using key vocabulary. <i>(E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)</i></p>	<p>To recognise different natural environments and describe them using a range of key vocabulary. <i>(E.g. Make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people.)</i></p>	
<p><u>EYFS Curriculum - UW</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30-50 months). Can talk about some of the things they have observed</p>	<p>To talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. <i>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a</i></p>	<p>To identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. <i>(E.g. From a number of world cities from different continents, identify key features of a city from images or a</i></p>	<p>To identify different human environments, such as the local area and contrasting settlements such as a village and a city. To describe their features and some activities that occur there using a range of key vocabulary. <i>(E.g. From a number of world cities from different continents, identify</i></p>		



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<p>and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> 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>such as plants, animals, natural and found objects (30-50 months). Talk about the features of their own immediate environment and how environments might vary from one another (ELG).</p>	<p><i>geography bingo card.</i>)</p>	<p><i>video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)</i></p>	<p><i>key features of a city from images or a video, identifying two differences and two similarities to the area in which you live. Talk with confidence about which city you would prefer to live in, and why.)</i></p>
	<p><u>EYFS Curriculum - UW</u> Talk about the features of their own immediate environment and how environments might vary from one another (ELG).</p>	<p>To make observations about, and describe, the local area and the nearest local green space. <i>(E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)</i></p>	<p>To make observations about, and describe, the local area and its physical and human geography. <i>(E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)</i></p>	<p>To make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected. <i>(E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics. Draw this together by annotating an image or map of the local area.)</i></p>	
	<p><u>EYFS Curriculum - UW</u> Talk about the features of their own immediate environment and how environments might vary from one another (ELG).</p>	<p>To describe an aspect of the physical and human geography of a distant place. To show awareness of their locality and identify one or two</p>	<p>To describe the physical and human geography of a distant place. To describe their locality and how it is</p>	<p>To confidently describe the physical and human geography of a distant place. To confidently describe their locality and how it is different and similar to the distant place, and</p>	



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		ways it is different and similar to the distant place. <i>(E.g. Complete a travel document to visit a place they have studied; be supported in a role-play to explain why they wish to visit this place.)</i>	different and similar to the distant place. <i>(E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)</i>	suggest why this may be so. <i>(E.g. Complete a travel document. Act as a travel agent in a role-play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places.)</i>
		To use a world map, atlas or globe to recognise and name some continents and oceans. To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. <i>(E.g. Locate the continents where different animals live on a world map, in an atlas or on the wall.)</i>	To use a world map, atlas or globe to name and locate the seven continents and five oceans. To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. <i>(E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)</i>	To use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. To use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. <i>(E.g. Locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location.)</i>
		To locate places on a map of the local area using locational and directional language. <i>(E.g. After a</i>	To describe a journey on a map of the local area using simple compass directions and locational and directional language. <i>(E.g.</i>	To describe a journey on a map of the local area locating features and landmarks seen on the journey.



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			<i>walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick.)</i>	<i>After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)</i>	<i>(E.g. After a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick.)</i>
			To use aerial photos to identify features of a locality. To draw a simple map. <i>(E.g. Create models of landmarks seen on a local walk. Order the landmarks as they were seen on the journey.)</i>	To use aerial photos to identify physical and human features of a locality. To draw a simple map with a basic key of places showing landmarks. <i>(E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)</i>	To use aerial photos to identify a range of physical and human features of a locality. To draw a map with a key of places showing landmarks. <i>(E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)</i>
			To assist in keeping a weekly weather chart based on first-hand observations using picture symbols.	To keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.	To keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns.

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			To locate some features of the school grounds on a base map. <i>(E.g. Go into the playground to observe the weather and record this with drawings.)</i>	To locate features of the school grounds on a base map. <i>(E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.)</i>	To accurately locate features of the school grounds on a base map. <i>(E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)</i>
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