



**EYFS and KS1 LONG TERM GEOGRAPHY PLAN**

We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
3. are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

**CURRICULUM IMPLEMENTATION**

Geography is sometimes used as a topic focus for the term as a key topic (as is History) but we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.

EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<ul style="list-style-type: none"> <li>● Draw information from a simple map</li> <li>● Explore the natural world</li> <li>● Recognise some environments that are different to the one in which they live</li> <li>● Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>● Explain some similarities and differences between life in this country and life in other countries</li> <li>● Understand some important processes and changes in the natural world, including the seasons</li> </ul>	<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:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● Name and locate the world’s 7 continents and 5 oceans</li> <li>● Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <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</li> </ul> <p><b>Human and physical geography</b></p> <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:</li> </ul>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● 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), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</li> </ul>



	<ul style="list-style-type: none"> <li>o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <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</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>	<p>Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● Describe and understand key aspects of: <ul style="list-style-type: none"> <li>o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>o Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● 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</li> </ul>
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<b>EYFS</b>	<p>Draw information from a simple map.</p> <p>Explore the natural world.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Understand some important processes and changes in the natural world, including the seasons.</p>
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TOPICS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 1</b>	Our Local Area <i>What is it like where we live and go to school?</i>		People and their Communities <i>Where do people live around the world?</i>		Animals and their Habitats <i>Where do our favourite animals live?</i>	
<b>Year 2</b>	Our Wonderful World <i>What are the Seven Wonders of our world?</i>		Seasons <i>How do seasonal changes affect the world?</i>	Journeys - Food <i>Where does our food come from?</i>		

GEOGRAPHICAL KNOWLEDGE	EYFS	YEAR 1	Year 2
<b>The UK and Local Area</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. (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.)	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (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.)	The child can 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. (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.)
Develop knowledge of the human and physical geography of a small area of the United Kingdom.	The child can know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)	The child can know about the local area, and name and locate key landmarks. (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.)	The child can know the local area and its physical and human geography. (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.)
<b>The World and Continents</b> Name and locate the world's seven continents and five oceans.	The child can recognise and name some continents and oceans on a globe or atlas.  (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.)	The child can name and locate the seven continents and five oceans on a globe or atlas.  (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)	The child knows the relative locations of the continents and oceans to the equator and North and South Poles.  (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)



GEOGRAPHICAL UNDERSTANDING	EYFS	YEAR 1	Year 2
<p>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.</p>	<p>The child can talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>(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 area.)</p>	<p>The child can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>(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.)</p>	<p>The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.</p> <p>(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.)</p>
<p>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>	<p>The child can talk about a natural environment, naming its features using some key vocabulary.</p> <p>(E.g. Make a place in a box that shows the habitat of an animal.)</p>	<p>The child can recognise a natural environment and describe it using key vocabulary.</p> <p>(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.)</p>	<p>The child can recognise different natural environments and describe them using a range of key vocabulary.</p> <p>(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.)</p>
<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</p> <p>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.)</p>	<p>The child can 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.</p> <p>(E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)</p>	<p>The child can identify different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>The child can describe their features and some activities that occur there using a range of key vocabulary.</p> <p>(E.g. From a number of world cities from different continents, identify 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.)</p>



GEOGRAPHICAL UNDERSTANDING (cont)	EYFS	YEAR 1	Year 2
<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>The child can make observations about, and describe, the local area and the nearest local green space.</p> <p>(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.)</p>	<p>The child can make observations about, and describe, the local area and its physical and human geography.</p> <p>(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.)</p>	<p>The child can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected.</p> <p>(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.)</p>
<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>	<p>The child can describe an aspect of the physical and human geography of a distant place.</p> <p>The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p> <p>(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.)</p>	<p>The child can describe the physical and human geography of a distant place.</p> <p>The child can describe their locality and how it is different and similar to the distant place.</p> <p>(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.)</p>	<p>The child can confidently describe the physical and human geography of a distant place.</p> <p>The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so.</p> <p>(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.)</p>



GEOGRAPHICAL SKILLS AND ENQUIRY	EYFS	YEAR 1	Year 2
<p>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.</p>	<p>The child can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</p> <p>(E.g. Locate the continents where different animals live on a world map, in an atlas or on the wall.)</p>	<p>The child can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>The child can 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.</p> <p>(E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)</p>	<p>The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles.</p> <p>The child can 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.</p> <p>(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.)</p>
<p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>The child can locate places on a map of the local area using locational and directional language.</p> <p>(E.g. After a 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.)</p>	<p>The child can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>(E.g. 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.)</p>	<p>The child can describe a journey on a map of the local area locating features and landmarks seen on the journey.</p> <p>(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.)</p>
<p>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>The child can use aerial photos to identify features of a locality.</p> <p>The child can draw a simple map.</p> <p>(E.g. Create models of landmarks seen on a local walk. Order the landmarks as they were seen on the journey.)</p>	<p>The child can use aerial photos to identify physical and human features of a locality.</p> <p>The child can draw a simple map with a basic key of places showing landmarks.</p> <p>(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.)</p>	<p>The child can use aerial photos to identify a range of physical and human features of a locality.</p> <p>The child can draw a map with a key of places showing landmarks.</p> <p>(E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)</p>
<p>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>The child can assist in keeping a weekly weather chart based on first-hand observations using picture symbols.</p> <p>The child can locate some features of the school grounds on a base map.</p> <p>(E.g. Go into the playground to observe the weather and record this with drawings.)</p>	<p>The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.</p> <p>The child can locate features of the school grounds on a base map.</p> <p>(E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.)</p>	<p>The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns.</p> <p>The child can accurately locate features of the school grounds on a base map.</p> <p>(E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)</p>