

Year B Medium Term Plan EYFS and KS1 – Geography

Autumn Term 1 –

**Countries and Cities of UK**

**Similarities and differences UK and Europe -Italy**

**Non-Europe – Africa**

**Human and Physical**

EYFS

Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.

Identify seasonal patterns – focusing on plants and animals.

Explore their local environment and talk about the changes they see.

Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.

Year 1

Describe seasonal weather changes

Year 2

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

Use **basic geographical vocabulary** to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

EYFS

Observe and identify features in the place they live and the natural world. Find out about their **environment** and talk about features they like and dislike.

Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.

Year 1

Autumn Term 2 –

**Circuses around the world**

**Human and Physical**

EYFS

Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.

Year 2

Use **basic geographical vocabulary** to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

EYFS

Examine change over time.

Year 1

Ask simple geographical questions e.g. What is it like to live in this place?

Year 2

Use world maps, atlases and globes to identify the United Kingdom, as well as the countries studied at this key stage

<p>Use simple <b>observational</b> skills to study the geography of the school and its grounds  Use simple maps of the local area e.g. large scale print, pictorial etc.  Use <b>locational language</b> (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story</p> <p style="text-align: center;">Year 2</p> <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 use simple compass directions (North, South, East and West) and locational and <b>directional language</b> e.g. 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 <b>human and physical features</b>; devise a simple map; and use and construct basic symbols in a key  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>	
<b>Spring Term 1 –</b>	<b>Spring Term 2 –</b>
History topic	History topic
<b>Summer Term 1 –</b>	<b>Summer Term 2 –</b>
<p><b>Countries, Continents and Oceans</b>  <b>Locational Knowledge</b></p> <p style="text-align: center;">EYFS</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'church' to help children make distinctions in their observations.</p> <p style="text-align: center;">Year 1</p> <p>understand how some places are linked to other places e.g. roads, trains</p> <p style="text-align: center;">Year 2</p> <p>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  name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p><b>EYFS all about me – what am I good at?</b>  <b>KS1</b>  <b>Olympics</b>  <b>Great Explorers</b>  <b>Locational Knowledge</b></p> <p>EYFS  Observe, find out about and identify features in the place they live and in the natural world.  Find out about their environment and talk about those features they like and dislike.  Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of</p>

view on the quality of the environment.

**Place Knowledge**

EYFS

Observe and identify features in the place they live and the natural world.  
Talk about features.

Help children to find out about the environment by talking to people,  
examining photographs and simple maps and visiting local places.

Encourage the use of **words that help children to express opinions**, e.g.  
'busy', 'quiet' and 'pollution'.

Year 1

name, describe and compare familiar places

link their homes with other places in their local community

know about some present changes that are happening in the local  
environment e.g. at school suggest ideas for improving the school  
environment

Year 2

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