

Year C Medium Term Plan EYFS and KS1 – Geography

Autumn Term 1 –

Autumn Term 2 –

History topic

**Maps and mapping skills**

**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.

Examine change over time.

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

Year 1

ask simple geographical questions e.g. What is it like to live in this place? use simple **observational** 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 **locational language** (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

Year 2

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** 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 **human and physical features**; 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

**Locational Knowledge**

EYFS

	<p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'church' to help children make distinctions in their observations.</p> <p>Year 1 understand how some places are linked to other places e.g. roads, trains</p> <p>Year 2 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 style="text-align: center;">Spring Term 1 –</p>	<p style="text-align: center;">Spring Term 2 –</p>
<p><b>Weather</b></p> <p><b>Human and Physical</b></p> <p style="text-align: center;">EYFS</p> <p>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.</p> <p style="text-align: center;">Year 1</p> <p>describe seasonal weather changes</p> <p style="text-align: center;">Year 2</p> <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 use <b>basic geographical vocabulary</b> to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use <b>basic geographical vocabulary</b> to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>History topic</p>

Summer Term 1 –	Summer Term 2 –
History topic	<p><b>Coasts</b></p> <p><b>EYFS Water</b></p> <p><b>Cromer Museum Fossil hunting and rock pooling</b></p> <p><b>Locational Knowledge</b></p> <p>EYFS</p> <p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like and dislike.</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p><b>Place Knowledge</b></p> <p>EYFS</p> <p>Observe and identify features in the place they live and the natural world. Talk about features.</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Encourage the use of <b>words that help children to express opinions</b>, e.g. 'busy', 'quiet' and 'pollution'.</p> <p>Year 1</p> <p>name, describe and compare familiar places</p> <p>link their homes with other places in their local community</p> <p>know about some present changes that are happening in the local environment e.g. at school suggest ideas for improving the school environment</p> <p>Year 2</p> <p>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</p>