

Year 4 Medium Term Plan EYFS and KS1 – Geography

Autumn Term 1 –

Autumn Term 2 –

History topic

Oceans and continents

Human and Physical

EYFS

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

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

Locational Knowledge

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

| Spring Term 1 – | Spring Term 2 – |
|--|----------------------|
| <p>Countries and Cities of UK Similarities and differences UK and Europe -Italy Non-Europe - China (links to Chinese New Year) Place Knowledge</p> <p style="text-align: center;">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> <p>Locational Knowledge EYFS 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 style="text-align: center;">Year 1</p> <p>understand how some places are linked to other places e.g. roads, trains cities of the United Kingdom name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>Geographical skills and fieldwork</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 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</p> | <p>History topic</p> |

| Summer Term 1 – | Summer Term 2 – |
|-----------------|--|
| History topic | <p data-bbox="1167 240 1615 276">Our village, Trees and plants</p> <p data-bbox="1167 284 2024 319">Woodland Trust RSPB /Thetford Forest /Bewilderwood</p> <p data-bbox="1167 327 1783 362">Local project Fruit growing Fruit picking</p> <p data-bbox="1167 370 1458 405">Human and Physical</p> <p data-bbox="1608 408 1682 435">EYFS</p> <p data-bbox="1167 440 2096 504">Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p data-bbox="1167 509 2058 541">Explore their local environment and talk about the changes they see.</p> <p data-bbox="1599 545 1691 572">Year 2</p> <p data-bbox="1167 577 2069 673">Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p data-bbox="1167 711 1480 746">Locational Knowledge</p> <p data-bbox="1167 751 1249 778">EYFS</p> <p data-bbox="1167 783 2018 847">Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘church’ to help children make distinctions in their observations.</p> <p data-bbox="1167 852 2107 916">Observe, find out about and identify features in the place they live and in the natural world.</p> <p data-bbox="1167 920 2096 984">Find out about their environment and talk about those features they like and dislike.</p> <p data-bbox="1599 989 1691 1016">Year 1</p> <p data-bbox="1167 1021 2119 1053">understand how some places are linked to other places e.g. roads, trains</p> <p data-bbox="1167 1091 1413 1126">Place Knowledge</p> <p data-bbox="1608 1131 1682 1158">EYFS</p> <p data-bbox="1167 1163 2119 1227">Observe and identify features in the place they live and the natural world. Talk about features.</p> <p data-bbox="1599 1232 1691 1259">Year 1</p> <p data-bbox="1167 1264 1744 1295">name, describe and compare familiar places</p> <p data-bbox="1167 1300 1917 1332">link their homes with other places in their local community</p> <p data-bbox="1167 1337 2024 1401">know about some present changes that are happening in the local environment e.g. at school suggest ideas for improving the school</p> |

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

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

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 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