

## Long Term Forecast EYFS-Working towards NC Geography

Three and Four-Year-Olds	<b>Mathematics</b>		<ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>		
	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		
Reception	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>		
ELG	<b>Understanding the World</b>	<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>Describe their 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, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>		
		<b>The Natural World</b>	<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>		
	<b>Cycle 1</b>	• All about Me		• Cold Places and Weather	• Minibeasts
		• Light and Dark		• Food and Growth	• Pirates
<b>Cycle 2</b>	• People who help us/Super-heroes		• Dinosaurs	• Terrific Tales	
	• Space		• Farm	• Fun at the seaside	

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table above outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning: **Mathematics & Understanding the World**

# LONG TERM FORECAST

# Key Stage 1 Geography

**Autumn**

**Spring**

**Summer**

Pupils should be taught about:

### Location knowledge

- A. name and locate the world's seven continents and five oceans
- B. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- C. 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

### Human and physical geography

- D. 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:

- E. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- F. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- G. 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
- H. 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
- I. 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
- J. 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.

**Year 1**

Around our school Human and Physical features  
 \*Basic mapping skills, Fieldwork  
*C, F, H, I, J*

\*The World  
 \*Continents of the world  
*A, G, D*

Weather patterns of the world  
*D, A*

**Year 2**

\*UK Cities (Art)  
 \*Basic mapping skills  
*G, H, I, B*

Contrasting locality  
 Tocuaro  
 (Place knowledge)  
*C, D, I, H, G*

\*UK cities and capitals  
 (Humans and Physical features)  
*B, E, F, G, I*

# LONG TERM FORECAST

# Key Stage 2 Geography

	Autumn	Spring	Summer
<p>Pupils should be taught:</p> <p><b>Location knowledge</b></p> <p>K. 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</p> <p>L. 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</p> <p>M. 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 Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p>N. 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 within North or South America</p> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <p>O. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>P. 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</p> <p><b>Geographical skills and fieldwork</b></p> <p>Q. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>R. use the eight points of a compass, four and six-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</p> <p>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			

<b>Year 3</b>	*Europe inc Russia (Human and Physical) K, N, Q, R	*World countries and cities (Location Knowledge) K, R	*Mapping Skills (direction and grid Reference) M, R
<b>Year 4</b>	Physical Features (Volcanoes, earthquakes & water cycle) O, Q	Rainforests (Science - classification) K, N, M	*Field work (Human and physical features) *Compass direction and grid reference O, R, Q
<b>Year 5</b>	Mapping skills Aerial views K, Q, R, S	World studies (Latitude and Longitude) K, M, Q, R	World Mapping skills K, M, Q, R
<b>Year 6</b>	*Human and Physical features (Local Area) L, N, O, Q, R, S	*Physical Geography *Mountains, Rivers, Coasts (D&T) O, L, P	