

Long Term Forecast EYFS Working towards NC Geography

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 		
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 		
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
	Cycle 1		<ul style="list-style-type: none"> • All about Me • Light and Dark 	<ul style="list-style-type: none"> • Cold Places and Weather • Food and Growth 	<ul style="list-style-type: none"> • <i>Minibeasts</i> • <i>Pirates</i>
	Cycle 2		<ul style="list-style-type: none"> • People who help us/Super-heroes • Space 	<ul style="list-style-type: none"> • Dinosaurs • Farm 	<ul style="list-style-type: none"> • <i>Terrific Tales</i> • <i>Fun at the seaside</i>

- 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: ***Understanding of the World***

LONG TERM FORECAST		Key Stage 1 Geography	
Term Theme	Autumn – Me & My World	Spring – What, Where, When?	Summer – What? How? Why?
<p>. Pupils should be taught about:</p> <p>Location knowledge</p> <p>A. name and locate the world’s seven continents and five oceans</p> <p>B. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>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</p> <p>Human and physical geography</p> <p>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:</p> <p>E. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p>F. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>H. use simple compass directions (North, South, East and West) and locational and directional language (e.g. <i>near and far</i>; <i>left and right</i>) to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>	
Golden Thread	UK Geography-- Equality	Physical Geography-- Acceptance	Human Geography --Community Education
Year 1	Local Area FOCUS - <i>What do I know about the UK and where I live?</i> I H J	Recycling FOCUS – <i>Why do we recycle?</i> C	Hot and Cold FOCUS – <i>Why are some places always hot and others always cold?</i> A C
Year 2	Contrasting Locality FOCUS – <i>Why do we like to be beside the Seaside?</i> B E F G	Non-European Contrast FOCUS – <i>How different would my life be if I lived in Kenya?</i> A C D E F G	Airports and Train Stations FOCUS – <i>What goes on at an airport and a train station?</i> B F

LONG TERM FORECAST

Key Stage 2 Geography

Term Theme	Autumn – Me & My World	Spring – What, Where, When?	Summer – What? How? Why?
Pupils should be taught: Location knowledge 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 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 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) Place knowledge 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		Human and physical geography describe and understand key aspects of: O. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Geographical skills and fieldwork Q. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 S Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, inc sketch maps, plans and graphs, and digital technologies.	
Golden Thread	UK Geography --Equality	Physical Geography --Acceptance	Human Geography --Community Education
Year 3	UK FOCUS – What are the unique features of the United Kingdom? K L N O	Rivers FOCUS – How are rivers formed? L O P S	Energy FOCUS - How do we energise our homes and country? P
Year 4	Mountains FOCUS – How are mountains formed and what creates an earthquake, tsunami or volcano? O P Q	Biomes FOCUS-What are biomes and how are they created? O Q	European Study FOCUS – Why do so many British people go to the Mediterranean for their holidays? K N O P Q
Year 5	Locality Study: Blackpool Focus- How did Blackpool grow to become one of the most famous resorts? L O P N	South America FOCUS- What are the main features of South America? K O M P Rainforests FOCUS-What creates a rainforest and why are they located there? O Q K P M	Fair Trade FOCUS- What is ‘Fairtrade’ and why should it matter to us? M Q
Year 6	Mapping Skills FOCUS – How do maps help us to find our way around? Q R O M S <i>*Additional unit – Immigration in Britain</i> Focus – Why has Britain been an attractive place to live for many who were not born here? Links with Literacy Q, P	Climate FOCUS-Why is climate change an important topic? O Q	Settlements FOCUS -How and why have settlements changed? N P

