



Toft Hill Primary School: Geography Long Term Plan

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| Year | <p>The EYFS framework does not contain subjects, such as Geography, instead we have seven areas of learning and characteristics of effective learning which are the basis of everything we do.</p> <ul style="list-style-type: none"> The table below outlines the most relevant statements taken from the <u>non-statutory</u> 2021 Development Matters, which guide our curriculum but are <u>non-compulsory</u> and therefore are not designed to be a checklist. The Early Learning Goals are <u>statutory</u> end of year assessment, as shown in the EYFS statutory framework. Many of these skills are prerequisite skills for accessing Geography within the national curriculum. The most relevant statements for Geography are taken from the following areas of learning: <p>Mathematics Understanding the World</p> | | |
| Rec | Transition to Reception | Reception | ELG |
| | <p>Mathematics</p> <ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the world</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <p>Understanding the world</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. Understand some important processes and changes in the |

| | | | | natural world around them, including the seasons. |
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| Year | Locational knowledge | Autumn | Spring | Summer |
| 1 | <p>UK, continents. Introduce all terminology & wider world through stories, games & context.</p> <p>China</p> | <p>What is it like here?</p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p> | <p>What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p> | <p>How is life different in China?</p> <p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p> |
| 2 | <p>North & South Poles, Equator, oceans but revisit everything.</p> <p>Africa</p> | <p>Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p> | <p>Why is our world wonderful?</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p> | <p>What is it like to live by the coast?</p> <p>Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p> |
| 3 | <p>Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle. Europe,</p> <p>India</p> | <p>Why do people live near volcanoes?</p> <p>Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p> | <p>Who lives in Antarctica?</p> <p>Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p> | <p>Are all settlements the same?</p> <p>Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p> |

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| 4 | Focus on latitude, longitude, 8 compass points, 4 fig GRs, North America | <p>Why are rainforests important to us?</p> <p>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p> | <p>Where does our food come from?</p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p> | <p>What happens when the land meets the sea?</p> <p>Exploring different things which effect coasts and defences used to fight against these. Children use a range of OS maps to read and compare stretches of coast. Fieldwork will be carried out at a local area of coast, allowing children to collect a range of data and later record their findings.</p> |
| 5 | Focus on Prime Meridian and time zones, six figure GRs, South America. | <p>What is life like in the Alps?</p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p> | <p>Where does our energy come from?</p> <p>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p> | <p>How does the River Tess change over its course?</p> <p>Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</p> |
| 6 | Revise & consolidate all, ongoing. Australia | <p>Would you like to live in the desert?</p> <p>Recapping biomes with a focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.</p> | <p>Why does population change?</p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p> | <p>Why do oceans matter?</p> <p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices.</p> |