



Castle View Primary School and Nursery Geography Long Term Plan (See Oddizzi)

QEGSMAT

Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early Years Framework and National Curriculum

Early Years Framework and National Curriculum	
Nursery	<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.
Reception	<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.



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<p>ELG - People, Culture and Communit ies</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>ELG – 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. 					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>EYFS Nursery</p>	<p>Describe a familiar route.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	
<p>EYFS Reception</p>	<p>Draw information from a simple map.</p>		<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them.</p>	<p>Recognise some environments are different to the one in which they live.</p>	
<p>Year 1</p>	<p>United Kingdom* Four countries/capital cities of the UK</p>	<p>Weather and climate* (fieldwork opportunity)</p>	<p>Directions – NSEW – Map skills</p>	<p>United Kingdom* Four countries/comparing London</p>		<p>Physical/Human features – UK seaside</p>



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Year 2		<u>Local area*</u> (integrates fieldwork) - Tourism		<u>Mugumareno Village, Zambia</u>	<u>Hot and cold places</u>	<u>Continents and oceans</u>
Year 3				<u>Climate zones - Biomes</u>	<u>Rivers*</u> (fieldwork opportunity) Map skills, compass points 4/6 figure grid references	<u>Rio and South-East Brazil</u> Locational Knowledge
Year 4	<u>Volcanoes and earthquakes</u> (NB: this is a longer Scheme) Contour lines, longitude & latitude	<u>European Region</u> - Italy	<u>Rainforests</u> South America – The Amazon			
Year 5	<u>Physical and human geography</u> – settlement/The Nile – Rivers	<u>Human and physical geography</u> - comparison and tourism, settlement		<u>United Kingdom*</u> (fieldwork opportunity) – Danelaw – settlements.		<u>United Kingdom</u> Studying a region of the UK
Year 6	<u>Mountains*</u> (fieldwork opportunity)			<u>Local area and region - Upper KS2*</u> (integrates fieldwork)		
<p>Additional opportunities:</p> <ul style="list-style-type: none"> • fieldwork (opportunities linked to Schemes are marked with an asterisk: selected activities from the <u>Lower KS2 Local Area Scheme</u> could be used at any point in Key Stage 2) • • topical opportunities • • use of maps • key geographical vocabulary • 						