

## Geography - Whole School Long-Term Plan

		Place Knowledge	Location Knowledge	Human/Physical Geography	Geographical Skills & Fieldwork
Nursery	<p><b>Understanding the World</b></p> <p><b>Vocabulary</b> Nursery Home School House Wood/forest Hill River Rain Cloud Sun</p>	<p><b>Know that there are different countries in the world using stories and discussions about holidays:</b></p> <ul style="list-style-type: none"> <li>- to build awareness of different countries,</li> <li>- to know how we could travel to different countries,</li> <li>- talk about where we have been on holiday and how we got there,</li> <li>- talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b>Name and locate areas around the Nursery area and recognise features:</b></p> <ul style="list-style-type: none"> <li>- name our school,</li> <li>- name the different areas in our Nursery,</li> <li>- Know where things belong in our Nursery,</li> <li>- Name some features in our Nursery.</li> </ul> <p><b>Recognise geographical features in stories:</b></p> <ul style="list-style-type: none"> <li>- e.g., we're going on a bear hunt</li> </ul>	<p><b>Observe the Weather:</b></p> <ul style="list-style-type: none"> <li>- Complete our daily weather chart,</li> <li>- discuss weather appropriate clothing,</li> <li>- begin to observe some seasonal changes linked to weather changes.</li> </ul> <p><b>Begin to show an interest in different jobs, recognise where people work:</b></p> <ul style="list-style-type: none"> <li>- know the people who help us in school,</li> <li>- know some jobs of people who help us and where they work.</li> </ul>	<p><b>Explore the natural world around them</b></p> <p><b>Talk about what they see and observe, using a growing vocabulary.</b></p> <p><b>Explore simple maps</b></p>
Reception	<p><b>Understanding the World</b></p> <p><b>Vocabulary</b> Manningham Near/far Left/right Map Street/road Seasons changes Summer Spring Winter Autumn Park Shops</p>	<p><b>Know some similarities and differences between contrasting environments in our country and other countries drawing on knowledge from stories, non-fiction texts and, when appropriate, maps:</b></p> <ul style="list-style-type: none"> <li>- use maps and photographs to discuss and compare locations,</li> <li>- know about some places and landmarks in other locations,</li> <li>- discuss different weather conditions.</li> </ul>	<p><b>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction, texts and – when appropriate – maps:</b></p> <ul style="list-style-type: none"> <li>- name the different areas and locations in our classroom and wider school,</li> </ul> <p><b>Name, locate and recognise features and places in the local area:</b></p> <ul style="list-style-type: none"> <li>- Explore the local area,</li> <li>- locate different features of the local area such as trees, buildings, significant building etc.</li> </ul>	<p><b>Observing weather and seasons:</b></p> <ul style="list-style-type: none"> <li>- Understand the effects of changing seasons on the natural world around them</li> <li>- recognise the main weather types and the four seasons,</li> <li>- observe and talk about seasonal change</li> </ul> <p><b>Recognise some similarities and differences between life in this country and life in other countries.</b></p>	<p><b>Use simple maps and photographs:</b></p> <ul style="list-style-type: none"> <li>- locate our school and surroundings</li> <li>- use maps and photographs to identify features of different places,</li> <li>- draw information from a simple map.</li> </ul> <p><b>Devise simple maps:</b></p> <ul style="list-style-type: none"> <li>- draw simple maps,</li> <li>- create simple maps of key places</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about Me	Celebrations	Animals	The World around Me		Transition
<i>Seasonal Change</i>						
Reception	<b>Me and My Place in the World</b>	Festivals		The natural world	The World Around Me (My Manningham) Past and present	The wider world

Children develop at different rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. Age/stage bands may overlap as these are not fixed age boundaries but suggest a typical range of development.

In the EYFS the teaching of Geography is embedded in our daily routines and practices which support a child's understanding of change and the passing of time. Examples include:

- Discussing events that occur regularly, for example seasonal patterns, daily routines and celebrations.
- Encouraging investigative behaviour and raising questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'
- Using language relating the local and wider world, communities, cultures and natural world.
- Reading stories that introduce and promote a sense of environmental responsibility

Geography is also taught more explicitly through topics/themes focused upon developing a child's understanding of the World around them. See below.

## Whole-School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			(G1A) GB & its 4 Countries	(G1B) Compare small area of UK (Manningham) with South Asian Village		(G1C) Seaside
Year 2	?	(G2A) Continents and Oceans of the world.		(G2B) Hot and cold countries		(G2C) Comparing small area of UK to a small area in a non European Country – Bradford and Fuji City Japan
Year 3		(G3A) Counties ?????		(G3B) Comparing London and Rome		(G3C) Extreme Earth: Earthquakes and Volcanoes.
Year 4		(G4A) Compare the Polar Regions	(G4B) Water Cycle: Is there an infinite amount of water on earth? (Water wastage/ conservation).		(G4C) The Polar regions.	
Year 5		(G5A) Mountains:		(G5B) Americas: To know about the location/ population/ and culture of South America.		(G5C) Energy and Sustainability: Is our energy clean?
Year 6	(G6A) Rivers: Compare the River Wharf to the River Ganges.			(G6B) Trade and Economic Relations: Do we need to trade with other nations?	(G6C) Biomes and Climate Zones:	