



Lostwithiel School EYFS/KS1 Geography Long Term Overview 2024-25

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;• 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 ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• 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; <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>					



Lostwithiel School EYFS/KS1 Geography Long Term Overview 2024-25

<p>1</p>	<p>Vocabulary</p> <p>city town house office river shop flat/apartment pond (if present) lake (if present) park bus train tube (if present) urban</p>	<p>Lostwithiel to London</p> <p>Comparing and contrasting our local area with a city. What's it like living in a city? Where is it? What is it like? (Ground photos) What can we see? Types of land use Types of houses Open space Rivers, ponds and lakes Getting around Staying safe in a city Contrasting small area in city (from same city or a different city in UK or overseas) How are towns different from cities?</p>	<p>Vocabulary</p> <p>sea ocean continent equator key symbol route compass north, south, east, west capital city</p>	<p>Where are we?</p> <p>UK map revisit and extend (seas, oceans), capital cities Four-points of the compass Describing location in more detail using case studies so far as examples Locating places in the UK we know about A bird's eye view Finding places on an aerial photo of our school Finding places on a map of our school Knowing our address⁵ Drawing a sketch map of my route to school (or another</p>	<p>Vocabulary</p> <p>beach cliff coast port harbour bay headland sand pebbles rock waves high tide low tide rockpool</p>	<p>Living by the sea</p> <p>Great Britain is an island (and includes other smaller islands) Looking carefully at the coast on UK Map (revise seas and ocean near the UK) What is it like at the coast? (coastal features – beach, cliff) Cities, towns, villages at the coast (port, harbour, fishing) Case study: Alnmouth, Northumberland⁶ Staying safe at the coast Revise world map and compass directions, introduce globe Contrasting case study of a small area</p>
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Lostwithiel School EYFS/KS1 Geography Long Term Overview 2024-25

		<ul style="list-style-type: none"> • Identify key human features including city, town, village, factory, office, port, harbour and shop. • Identify key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley. • Understand geographical similarities and differences through studying the human and physical geography difference between a town and a country environment • use simple compass directions (north, south, east and west) and locational and 		<p>easy route) with symbols and a key</p> <p>Describing my route to school</p> <p>Fieldwork opportunity</p> <p>Where are we in the world? (world map - continents, oceans, Equator</p> <ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near 		<p>on the coast in UK or overseas</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom • Use basic geographical language to refer to key physical features including: beach, cliff, coast, hill, sea, ocean, season and weather. • Identify key human features including city, town, village, factory, office, port, harbour and shop. • Understand geographical similarities and differences through studying the human and physical
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Lostwithiel School EYFS/KS1 Geography Long Term Overview 2024-25

		<p>directional language [for example, near and far, left and right], to describe the location of features</p> <ul style="list-style-type: none">• Use aerial photos and maps to recognise landmarks• Use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		<p>and far, left and right], to describe the location of features and routes on a map.</p> <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continent and oceans studied at this key stage• Use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment• Devise a simple map and use and		<p>geography difference between a small area of the United Kingdom and of a small area in a contrasting non-European country (island)</p> <ul style="list-style-type: none">• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas• Name and locate the world's 7 continents and oceans• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continent and oceans
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Lostwithiel School EYFS/KS1 Geography Long Term Overview 2024-25

				<p>construct basic symbols in a key.</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise basic human and physical features 		<p>studied at this key stage</p> <ul style="list-style-type: none"> Use simple fieldwork to study the geography of their local area
2	<p>Living by a river</p> <p>Case study: River Fowey</p> <p>Where is it? (UK map, describing location)</p> <p>What's it like? (looking at tourist map⁹, ground photos and aerial photos)</p> <p>What can we see?</p> <p>What are rivers like?</p> <p>What's it like to live there?</p> <p>Getting around</p> <p>Staying safe on a river</p>	<p>Vocabulary</p> <p>valley</p> <p>stream</p> <p>Landscape</p> <p>River</p> <p>Sea</p> <p>Town</p> <p>Village</p> <p>Tourist</p> <p>Local</p> <p>Flood</p> <p>tide</p>	<p>Weather in our world</p> <p>Revise world map/globe, continents, oceans, Equator</p> <p>What questions can we ask about the weather?</p> <p>Different parts of the world get different weather.</p> <p>The climate is the usual weather in a place.</p> <p>At the Equator, it's usually hot.</p>	<p>Vocabulary</p> <p>north pole</p> <p>south pole</p> <p>climate</p> <p>temperate</p> <p>polar</p> <p>tropical</p> <p>blizzard</p> <p>gale</p> <p>heat wave</p>	<p>Looking after our world</p> <p>Looking after our school – how do we keep it clean and tidy?</p> <p>What can go wrong?</p> <p>Looking after our local area. What do we like and what can go wrong? (case study of local issue e.g. litter or vandalism in a park)</p> <p>How can we look after nature in our area? (e.g. country</p>	<p>Vocabulary</p> <p>litter</p> <p>pollution</p> <p>environment</p>



Lostwithiel School EYFS/KS1 Geography Long Term Overview 2024-25

	<p>How is it similar and different to where we live? Contrasting case study: A small area next to a river in a non-European country – River Nile</p> <ul style="list-style-type: none"> • . Understand geographical similarities and differences through studying the human and physical geography difference between a small area of the United Kingdom and of a small area in a contrasting non-European country (island) • Use basic geographical vocabulary to refer to the key physical 		<p>As we travel further north or south from the Equator, it gets colder. At the North and South poles, it's usually cold. Some places get lots of rain, some are very dry, some are in between Temperate, polar, tropical climates. What challenges does weather bring? Staying safe in bad weather. Case study of a contrasting small area in a non-European country. How does the weather there compare and contrast with the weather in our local area?</p>		<p>code, growing flowers for bees) How can we look after our world?- plastic in the sea)</p> <ul style="list-style-type: none"> • Name, locate and identify the characteristics of the 4 countries (England) and capital cities of the United Kingdom and its surrounding seas • Use basic geographical vocabulary to refer to key physical features and key human features of the local area. • Use simple fieldwork and observational skills to study the geography of their school and its 	
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	<p>features of a river: river mouth, meander, stream, spring.</p> <ul style="list-style-type: none">• Name and locate the world's 7 continents and 5 oceans• Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied at this key stage• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features		<ul style="list-style-type: none">• 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.• Name and locate the world's 7 continents and 5 oceans• Use simple fieldwork to study the geography of their local area• Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features.		<p>grounds and the key human and physical features of its surrounding environment</p> <ul style="list-style-type: none">• Devise a simple map and use and construct basic symbols in a key• Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map	
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