

EYFS.

Geography			
Development Matters 2021	Educational programme EYFS Framework 2021	Early Learning Goals EYFS Framework 2021	How we do this
<p>Mathematics</p> <p><u>2 year olds</u></p> <p>Notice patterns and arrange things in patterns. Climb and squeeze themselves into different types of spaces</p> <p><u>Nursery</u></p> <p>Understand position through words alone eg ‘the bag is under the table; without pointing Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p><u>Reception</u></p> <p>Continue, copy and create repeating patterns</p> <p>Understanding the world</p> <p><u>2 year olds</u></p> <p>Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people</p> <p><u>Nursery</u></p> <p>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> <p><u>Reception</u></p> <p>Draw information from a simple map Explore the natural world around them Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Mathematics</p> <p>it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p>Understanding the World</p> <p><i>Past and Present</i></p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p><i>People Culture and Communities</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>	<p>Learn about their own homes Look at and talk about their immediate environment and community Jobs in our community Know where their school is. Know where they live School environment – notice changes in weather/ seasons Daily calendar including seasons and weather Talk about trips and holidays with families Role play journeys Small world play journeys Have globe, atlases in CP Explore maps and children make their own maps – paper, blocks, lego Power of Reading- use books linked to other cultures/ countries Talk 4 Writing books- linked to other countries/ cultures Phunky foods for foods around the world Use Google Earth to explore other areas Art/ crafts Forest school Learn about festivals in other countries eg Diwali/ Chinese new year Topic work linked to regions of the earth- polar, jungle, deserts, under the sea, all about me, people who help us.</p>

Key Stage 1.

Topic and Key Questions.

Key Stage One	Year A 22/23	Year B 23/24
Autumn (1)	My locality- observational studies and field work – my school grounds (6 hrs)	
Autumn (2)		My locality- Field work and observations-my locality (6 hrs)
Spring (1)	My country- 4 countries of the UK Seasons and weather (6 hrs)	My country- countries of the UK (6 hrs)
Spring (2)		
Summer (1)		
Summer (2)	My world- continents and Oceans, weather and seasons (6-8 hrs)	My World-comparisons between UK and Africa (6 hrs)

Key Stage 2.

Topic and Key Questions.

Year 3,4,5 & 6	Year C – 22/23	Year D – 23/24	Year A – 24/25	Year B – 25/26
Autumn (1)		Physical - Climate zones, biomes and vegetation belts (6 hrs)	Locational knowledge - The UK and changes over time (6hrs)	
Autumn (2)	Locational Knowledge- Time zones and hemispheres (6hrs)		Locational knowledge - The UK and changes over time (6hrs)	Locational Knowledge- World's countries (North America and Greece) (6 hrs)
Spring (1)	Locational Knowledge- Time zones and hemispheres (6hrs)		Locational knowledge - The UK and changes over time (6hrs)	Locational Knowledge- World's countries (North America and Greece) (6 hrs)
Spring (2)		Place Knowledge -Similarities and differences between Cumbria and Canada (6 hrs)		
Summer (1)	Human geography- Natural resources in the local area (4hrs)		Fieldwork – Local village and town comparison (5hrs)	Physical Geography -Rivers and the water cycle (6 hrs)
Summer (2)	Human geography- Natural resources in the local area (4hrs)	Fieldwork -Local seaside environment – pollution (6 hrs)		Physical Geography -Rivers and the water cycle (6 hrs)