

Geography School Overview

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Magical me!</u>	<u>Fantastic festivals!</u>	<u>George and The Dragon</u>	<u>Come outside!</u>	<u>Amazing animals!</u>	<u>Splish, splash, splosh!</u>
	Understanding the world 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.					
F1 Understanding the world	Know that there are different occupations (e.g. fire fighters/nurse/police officers) Know where things belong in my environment e.g. where my bottle/coat/painting goes Know the name of different objects in their immediate environment Know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea Know my friends have similarities and differences Know about my immediate environment Know how to use simple positional language Know how to respect and care for the natural environment Know about places in and around school					
F2 Understanding the world	<u>Magical Me</u>  The Natural World & People, Culture and Communities Describing the classroom & school Outdoor area/forest school	<u>Fantastic Festivals</u>  The Natural World & People, Culture and Communities Arnold Landmarks Maps	<u>Where can a painting take us?</u> EAD FOCUS	<u>Come outside</u>  People, Culture and Communities Map linked to Whitepost Farm	<u>Amazing animals</u>  The Natural World Contrasting Environments Habitats: Frogs/Farms/Bugs	<u>Splish splash splosh</u>  The Natural World & People, Culture and Communities Billy (Billy's Bucket) Goes to 3 Uk/Hot (Africa) Cold (Arctic)

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Year 1 Geography	<u>Which direction would you take?</u> <u>Our local area</u> Locational Knowledge Human and physical knowledge 	<u>How can history tell a story from the past?</u> History main focus The Plague Seasons work through science 	<u>Where can a painting take us?</u> Aerial View/ landmarks – linked to chosen painting Locational Knowledge Human and physical knowledge 	<u>What is it like to be an Antarctic explorer?</u> History focus	<u>How do things change and grow?</u> History focus	<u>How can we look after our coasts?</u> <u>UK countries, capitals and surrounding seas</u> Locational Knowledge Place Knowledge Human and physical knowledge 
Year 2 Geography	<u>Why is Nottingham Amazing?</u> History Focus Significant historical event, place or person in locality (Local History) Goose Fair Past and Present	<u>What did the Great Fire of London teach us?</u> History focus	<u>Where can a painting take us?</u>  Continents/ oceans	<u>What is it like to live on the equator?</u> Comparison between UK Arnold and a Kenyan village Narok 	<u>How can water inspire us?</u> History main focus Lives of significant individual from the past Grace Darling Geography Weather fieldwork 	<u>What were seaside like in the past?</u> History focus