EYFS Curriculum

Geography (UTW)

Nursery

3-4years	Autumn 1 curriculum
	Place
I know the locations of the important places in my classroom.	a) Clothes pegs, toilet, carpet area
	 b) Sink, the kitchen (role-play), reading area
	c) Creative area, construction area, maths area, water area, writing area
	Key questions: What is it like? What happens here? How does it change? How do I feel about this space? (Emotional repsonses)
I know where my classroom is in relation to other	Space
important places in school	a) Toilets
	b) Dining hall
	c) Other nursery classrooms
	Key questions:
	What is it like? What happens here? How does it change? How do I feel about this space? (Emotional repsonses)
	Where is your classroom?
	Where do you sit in the dining hall?
	Where can I sit?
	Where do you want to sit?
	Scale
	I know where things belong in the classroom
	I know where my things belong at home

Eg this is the cooker in the kitchen, does it look like this at home? Do we always cook like this at home?
Key vocabulary:
Big, little In, on, under, up, down, besides, between, in front of, next to, behind, in front of
 Geography given: A photograph on the working wall of an area in the outdoor which has a tree and a bush in it On the first day of every month take images of this area to explore how the same things change over time. Ask the question, "I wonder if " Daily weather observation and recording on a weather chart
Core geography text:
Spot Goes to School – Eric Hill Spot Loves Nursery – Eric Hill Usborne First Experiences, Going to School Tree by Britta Teckentrup
Stuck by Olver Jeffers

3-4years	Autumn 2 curriculum
	Place
I know the locations of the important places in my playground	a) Toilets, texture kitchen, grass, cabin, construction area, beach, water area, bicycle track area
<i>I know where my playground is in relation to the other spaces in school</i>	b) Walk the route from my classroom to the areas in the outdoor
	c) Walk the route from the playground to the sports hall, outdoor changing area, to the hall and back into the nursery
	Key questions: What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses). How do I get to the? What will I see on my way?
	Space
l can explore how the outdoor environment changes over time	Look at what we can see from different parts of the playground (sky, houses, gardens)
l can say what the weather is like today	Scale
	What can I see from my garden at home? What can I see from my window? What do I see when I look at the sky from my garden at home?
	How does the outdoor area change?
	Key vocabulary:
	Big, little

In, on, under, up, down, besides, between, in front of, next to, behind, in front of Houses, roof, chimney, window Sky, clouds, sun, moon Same, different, change Weather, rain, wind, frost, snow, hot, cold
 Geography given: A photograph on the working wall of an area in the outdoor which has a tree and a bush in it On the first day of every month take images of this area to explore how the same things change over time. Ask the question, "I wonder if " Daily weather observation and recording on a weather chart
Core geography text: What Shall I Wear? Penny Lee Weather Watch! Splash! Lucy Courtenay Autumn Ailie Busby Winter Ailie Busby Curriculum goal – end of autumn 2 Create their own sand map of the outdoor area.

3-4years	Spring 1 curriculum
I know the locations of the important places in my school	Place
	a) Sports hall b) Story room c) Library
	Key questions:
	What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses).
	How do I get to the?
	What will I see on my way?
I can look after the things in my classroom	
	Space (environmental impact)
	We turn off taps
	We can use the correct bins (paper, fruit, general)
	We switch off the lights
	We hang up our coats
	We put away our resources
	We look after our books
	Key questions:
	Why do we turn off the taps?
	Why do we flush the toilet? How takes the rubbish out of the
	classroom at school?
	Scale (interconnections)

I can say what the weather is like today	Where do you put your rubbish at home?
I can explore how the outdoor environment changes over time	Do your rubbish/recycling bins look the same at home?
	Who takes the rubbish out at home? What happens to your rubbish at home? Who does this?
	Key vocabulary:
	Same, different, change
	Weather, rain, wind, frost, snow, hot, cold
	Big, little
	In, on, under, up, down, besides, between, in front of, next to, behind, in front of
	Geography core texts:
	Max Cleans Up – Rosemary Wells Tidy – Emily Gravett Another Fine Mess – Tony Bonning
	 Geography given: A photograph on the working wall of an area in the outdoor which has a tree and a bush in it
	 On the first day of every month take images of this area to explore how the same things change over time. Ask the question, "I wonder if "
	• Daily weather observation and recording on a weather chart

3-4years	Spring 2 curriculum
I know the locations of the important places in my school	Place
I can give and follow simple directions	 a) Forest school Key questions: What is it like? What happens here? How does it change? How dolfeel about this space? (Emotional responses). How dolget to the? What will I see on my way? What can I hear on the journey? Does what I hear change? (as you move to the Grove Lane area) Follow different routes to Forest School. Over the path by the mud kitchen On the path by the cave Through the water area
I can begin to explore how spaces are the same and different	 a) Children take teddy on a journey around the classroom, play area and forest school. b) Children give and follow directions c) Children develop accuracy in what they are telling the other person d) Children listen carefully to directions. Space Children to explore the forest school and
I can explore how the outdoor environment changes over time	Children to explore the forest school and observe this space (sights, sounds, smells, textures, feelings and emotions) Key questions: What's the same and different to their classroom, play area? Do you have a similar place at home? What's the same and different?

	Children observe any changes to the flowers or trees in their outdoor areas.
	Key Questions: Are you seeing any changes in your garden at home?
	Scale
	Children comparing changes at school with changes at home to their gardens.
I can say what the weather is like today	Children continue to observe and record change sin weather patterns and seasonal changes.
	Geography given:
	 A photograph on the working wall of an area in the outdoor which has a tree and a bush in it
	• On the first day of every month take images of this area to explore how the same things change over time. Ask the question, "I wonder if "
	• Daily weather observation and recording on a weather chart
	Key vocabulary:
	Up, down, across, through, over, under.
	Key geography text:
	We're Going on a Bear Hunt! Michael Rosen Matisse's Magical Trail by Tim Hopgood
	Curriculum goal – end of Spring 2
	Create their own journey for a toy in their class using a range of materials to represent routes, different terrains and features.

3-4years	Summer 1 curriculum
I can begin making simple connections between life here and life in other places around the world. What is it like to live here? What is it like to live there?	 Place a) Grove lane b) Arthur Road c) Woodstock Road d) Dawson Road e) Alternative locations – photographs, stories, nursery rhymes (UK and wider world)
	Children to spend time on the lower school playground observing the activity on Grove Lane. Key questions:
	What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses). What are people doing?
I can explore a map (play mat) of the streets that surround the school.	How are people travelling? What can you see, hear, smell?
	How are the buildings the same and/or different?
I/we can create a map of the route they walked.	Space Children undertake a local walk through the sports hall onto Arthur Road along Woodstock Road. Then turning onto Dawson Road back onto Grove Lane and returning to the sports hall via Arthur Road.
	Take images of the roads, lamp posts, street signs, rubbish bins and the houses to use in the classroom.
	Key questions:
	What can you see? What can you hear? Tell me about the houses you can see Are the houses the same or different to your house?

J can say what the weather is like today I can say what the weather is like today Children continue to observe and record changes in weather patterns and seasonal changes over time Children comparing changes at school with changes at home to their gardens. Key questions: Are you seeing any changes in the weather? Are you seeing any changes in the weather? Are you seeing any changes in your garden at home? What is it like to live here? What would it be like to live there? Key vocabulary: Same, different, change Weather, rain, wind, frost, snow, hot,cold Big, little In, on, under, up, down, besides, between, in front of, next to, behind, in front of Geography given: A photograph on the working wall of an area in the outdoor which has a tree and a bush in it On the first day of every month take images of this area to explore how the same things change over time. Ask the question, "I wonder if "		We can see the front of the houses on Woodstock Road. Have you seen them before?
	I can explore how the outdoor environment	 in the UK and the wider world eg beach (Jamaica), mountains (Himalayas) Children continue to observe and record change sin weather patterns and seasonal changes. Children comparing changes at school with changes at home to their gardens. Key questions: Are you seeing any changes in the weather? Are you seeing any changes in your garden at home? What is it like to live here? What would it be like to live there? Key vocabulary: Same, different, change Weather, rain, wind, frost, snow, hot,cold Big, little In, on, under, up, down, besides, between, in front of, next to, behind, in front of Geography given: A photograph on the working wall of an area in the outdoor which has a tree and a bush in it On the first day of every month take images of this area to explore how the same things change over time.

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Geography text
Over the Hills and Far Away – a treasury of nursery rhymes from around the world Handa's Surprise by Eileen Browne Room on the Broom by Julia Donaldson From My Window by Otavio Junior Curriculum goal – end of Summer 1 Children to use a range of materials to create
a map of their immediate area. Children to begin to display the photos and even their own paintings or models in the appropriate locations.
Children use positional language when revisiting the route.

3-4years	Summer 2 curriculum
I know the locations of the important places in my school.	Place
I can make connections to other countries and cultures - What is it like to live here? What is it like to live there?	 a) Forest school (Upper School) b) Alternative locations – photographs, stories, nursery rhymes (UK and wider world)
	Key questions:
	What's it like walking up hill?
	Where do we cross the road?
	How do we cross the road safely?
	What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses).
I can make observations about a new location.	How is this forest school different to lower school's?
I can begin to describe how spaces are the same and different.	What's it like to live here?
	What's it like to live there? How do you know?
	Space
I can describe a journey	Children to spend time exploring and describing their new space. What can you see, hear, smell, touch hear?
	Children to use positional language.
	Children create a 'string' journey at the forest school. Using string children plot a course through different 'imaginative' terrains that they have been exploring in pictures and stories in summer 1 and 2.
	Children then use a toy to follow the string and the children describe the journey of the

toy using the positional and directional language. Key questions: Where does my toy's journey start? What does my toy see on the way? How does my toy feel on this journey? Scale Use photographs or stories of other locations in the UK and the wider world eg forest (Brazil), desert (Saudi Arabia) Children continue to observe and record changes in weather patterns and seasonal changes. Key questions: Are you seeing any changes in the weather? What is it like to live here? What would it be like to live there? Key vocabulary: Same, different, change Weather, rain, wind, frost, snow, hot, cold Big, little In, on, under, up, down, besides, between, in front of, next to, behind, in front of Geography given:

 A photograph on the working wall of an area in the outdoor which has a tree and a bush in it
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 Daily weather observation and recording on a weather chart
Geography text
Over the Hills and Far Away – a treasury of nursery rhymes from around the world Lost and Found by Oliver Jeffers
The Way Back home by Oliver Jeffers
Curriculum goal – end of Summer 2
Children create their own individual or collaborative learning story called a new Grove School. Children create their own layout for a school and its surrounding streets.
What sort of rooms/spaces do you want in your school?
What sort of buildings do you want in your community?
Do you need this building? Why? Why not?