

EYFS Curriculum

Geography (UTW)

Reception

4-5 years	Autumn 1 curriculum
<p><i>I know the locations of the important places in my classroom.</i></p> <p><i>I know where my classroom is in relation to other important places in school</i></p> <p><i>I know where things belong in the classroom</i></p> <p><i>I know where my things belong at home</i></p>	<p>Place</p> <ul style="list-style-type: none">a) Clothes pegs, toilet, carpet areab) Sink, the kitchen (role-play), reading areac) Creative area, construction area, maths area, water area, writing area <p>Key questions: What is it like? What happens here? How does it change? What can you hear? Which places are louder, which are quieter? How do I feel about this space? (Emotional responses) Where else do you eat when you are not at school?</p> <p>Space</p> <ul style="list-style-type: none">a) Toiletsb) Dining hallc) Other reception classrooms <p>Key questions: What is it like? How is it laid out? Are all toilets the same? Are all places we eat the same? Do all of the classrooms look the same? What happens here? How does it change? What do you enjoy about the spaces? How do I feel about this space? (Emotional responses)</p> <p>Where is your classroom? Where do you sit in the dining hall? Where can I sit? Where do you want to sit? Where do you eat at home?</p> <p>Text: Hansel and Gretel by Andrea Petrlik</p>

Space: How is their kitchen laid out? Are all kitchens the same? What other rooms are there in their house? How are these arranged? Where is their house? Are others nearby?

Scale: zoom in. This is the cooker in the kitchen, what does it look like? does it look like this at home? Do we always cook like this at home? Where do Hansel and Gretel's ingredients come from?

Key vocabulary:

Big, little, large, small

In, on, under, up, down, besides, between, in front of, next to, behind, in front of

Loud, quiet, busy

Like, dislike

Sunny, hot, cold, rain, wind, cloud, warm, snow

Geography given:

- A photograph on the working wall of an area in the outdoor space, 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:

Hansel and Gretel – Andrea Petrlik

Do I Have to Go to School? Pat Thomas

Spot Goes to School by Eric Hill

Children to use a range of resources to create a new kitchen for Hansel and Gretel or

	different characters. Children to use positional language to describe how their kitchen is laid out. How is it different to their kitchen at home? How is it different to Hansel and Gretel's kitchen? Why have they chosen this layout? What do they like or dislike about it?
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4 – 5 years	Autumn 2 curriculum
<p><i>I know the locations of the important places in my playground</i></p> <p><i>I know where my playground is in relation to the other spaces in school</i></p> <p><i>I can explore how the outdoor environment changes over time</i></p> <p><i>I can say what the weather is like today</i></p>	<p>Place</p> <p>a) Toilets, texture kitchen, grass area, music area, creative area, water area, outdoor changing area</p> <p>b) Walk the route from my classroom to the areas in the outdoor</p> <p>c) Walk the route from the playground to the sports hall, outdoor changing area, to the hall and back into the classroom</p> <p>Key questions: What is it like? What happens here? How does it change? What do you like and dislike about these spaces? How do I feel about this space? (Emotional responses). How do I get to the _____? What will I see on my way? What will I hear on my way? Is there another way to get to the _____?</p> <p>Space</p> <p>Look at what we can see from different parts of the playground (sky, houses, gardens, church, sport hall, roads, shops, classrooms)</p> <p>Scale</p> <p>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?</p> <p>How does the outdoor area change?</p> <p>Key vocabulary:</p>

	<p>Big, little, large, small</p> <p>In, on, under, up, down, besides, between, in front of, next to, behind, in front of</p> <p>Houses, roof, chimney, window, shops, roads, cars, church, nursery, classrooms Sky, clouds, sun, moon, stars, planes</p> <p>Same, different, change</p> <p>Weather, rain, wind, frost, snow, hot, cold, sun, warm</p> <p>Geography given:</p> <ul style="list-style-type: none">• 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 <p>Core geography text:</p> <p>My Map Book by Sara Fanelli What Shall I Wear? Penny Lee Weather Watch! Splash! Lucy Courtenay Autumn Ailie Busby Winter Ailie Busby</p> <p>Curriculum goal – end of autumn 2</p> <p>Create their own creative map of the outdoor area using natural resources. See geography training resources for creative map example.</p>
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4 – 5 years

Spring 1 curriculum

I know the locations of the important places in my school

Place

- a) Sports hall
- b) Story room
- c) Reading Room
- d) Non-Fiction Library

Key questions:

What is it like? What happens here? How does it change? What can you hear? Which places are louder? Which are quieter? What do you like or dislike about these places? How do I feel about this space? (Emotional responses).

How do I get to the _____?

What will I see on my way?

Is there a different route to _____?

How do I get to _____ from your old classroom?

I can look after the things in my classroom

PSED

Identify and moderate their own feelings socially and emotionally.

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?

Why do we turn off the lights?

Why do we need to tidy our classrooms?

I can say what the weather is like today

I can explore how the outdoor environment changes over time

Who takes the rubbish out of the classroom at school?

Scale (interconnections)

Use stories to look at the scale of different homes, zooming in and out of different rooms
Where do you put your rubbish at home?

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, sun, cloud

Big, little, small, large

In, on, under, up, down, besides, between, in front of, next to, behind, in front of

Geography core texts:

Goldilocks and The Three Bears – Susan Price

Little Red Riding Hood by Usborn Children's Books

Cinderella book and CD Stephen Tucker

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 "

	<ul style="list-style-type: none"> • Daily weather observation and recording on a weather chart • Photos of the children looking after their environment <p>Curriculum goal – end of Spring 1</p> <p>Children to create a messy map of their outdoor area. Children to plot on how they feel about the different areas or the amount of rubbish.</p>
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4 – 5 years	Spring 2 curriculum
<p><i>I know the locations of the important places in my school</i></p> <p><i>I can give and follow simple directions</i></p>	<p>Place</p> <ul style="list-style-type: none"> a) Lower School Forest school b) Upper School Forest School <p>Key questions:</p> <p>What is it like? What happens here? What does it look like? How does it change? What do I like or dislike about this place? How do I feel about this space? (Emotional responses).</p> <p>How do I get to the _____?</p> <p>What will I see on my way?</p> <p>What can I hear on the journey? Which areas are quiet? Which areas are loud?</p> <p>Does what I hear change? (as you move to the Grove Lane area)</p> <p>Follow different routes to Forest School.</p> <p>Over the path by the texture kitchen</p> <p>On the path by the cave</p> <p>Through the water area</p> <p>Explorer the different routes around the upper school Forest School</p> <ul style="list-style-type: none"> 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

I can begin to explore how spaces are the same and different

I can explore how the outdoor environment changes over time

I can say what the weather is like today

d) Children listen carefully to directions.

Space

Children to explore the forest school and observe this space (sights, sounds, smells, textures, feelings and emotions)

Children to have a look at what is growing in Forest School. Children to consider where the fruit they have at snack time might grow. Consider where these fruits come from

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?

What is growing in our forest school?

Where might the fruit from our snack time grow?

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?

Are you seeing any changes in your outdoor learning spaces?

Scale

Children comparing changes at school with changes at home to their gardens.

Children continue to observe and record changes in weather patterns and seasonal changes.

Children to zoom out and have a look at the different countries in which their snack time fruits grow.

Geography given:

- A photograph on the working wall of an area in the outdoor which has a tree and a bush in it
- A photo of changes observed in the outdoor area

	<ul style="list-style-type: none"> • 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 <p>Key vocabulary:</p> <p>Big, small, huge, tiny, large</p> <p>Like, dislike</p> <p>Road, cars, houses, school, upper school, playground</p> <p>Up, down, across, through, over, under</p> <p>Loud, quiet, noisy</p> <p>Key geography text:</p> <p>The World Came to My Place Today by Jo Readman Superworm by Julia Donaldson Christopher's Caterpillars by Charlotte Middleton</p> <p>Curriculum goal – end of Spring 2</p> <p>Create their own string journey around upper school forest school, expressing the changes in features and sound.</p>
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4 – 5 years	Summer 1 curriculum
<p><i>I can begin making simple connections between life here and life in other places around the world.</i></p> <p><i>What is it like to live here?</i> <i>What is it like to live there?</i></p>	<p>Place</p> <ul style="list-style-type: none"> a) Grove lane b) Arthur Road c) Woodstock Road d) Dawson Road e) Alternative locations – photographs, stories, nursery rhymes, celebration locations (UK and wider world) <p>Children to spend time on the lower school playground observing the activity on Grove Lane.</p> <p>Key questions:</p>

<p><i>I can explore a map (play mat) of the streets that surround the school.</i></p> <p><i>I/we can create a map of the route they walked.</i></p> <p><i>I can say what the weather is like today</i></p> <p><i>I can explore how the outdoor environment changes over time</i></p>	<p>What is it like? What happens here? What does it look like? How does it change? What do I like or dislike about this place? How do I feel about this space? (Emotional responses).</p> <p>What are people doing?</p> <p>How are people travelling?</p> <p>What can you see, hear, smell?</p> <p>How are the buildings the same and/or different?</p> <p>Space</p> <p>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.</p> <p>Take images of the roads, lamp posts, street signs, shops, rubbish bins and the houses to use in the classroom.</p> <p>Key questions:</p> <p>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? We can see the front of the houses on Woodstock Road. Have you seen them before?</p> <p>Scale</p> <p>Text: What the Ladybird Heard by Julia Donaldson</p> <p>What might the ladybird hear on her travels? What might she see? What about if you zoomed in? Are the noises loud or quiet?</p> <p>Use photographs or stories of other locations in the UK and the wider world eg The Big Fuzzy by Caroline Castle – artic, Rainforest Romp by Tony Mitton and Ant Park – rainforest, South America.</p>
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Children to observe and record the changes between hot and cold places.

Children continue to observe and record changes in weather patterns and seasonal changes.

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? What would you need to pack? What would it feel like? What animals did we see in the stories?

Children to have different items of clothing to explore for the different hot and cold locations.

Key vocabulary:

Same, different, change

Weather, rain, wind, frost, snow, hot, cold, warm, wet, cloud, sun, hotter, colder

Big, little, small, large, huge, tiny

In, on, under, up, down, besides, between, in front of, next to, behind, in front of

Road, shops, bus, walk, car, bike, taxi, school, church, houses

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 "

	<ul style="list-style-type: none"> • Daily weather observation and recording on a weather chart <p>Geography text: Rashmad's Ramadan and Eid al-Fitr by Lisa Bulard Rainforest Romp by Tony Mitton and Ant Parker The Big Fuzzy by Caroline Castle What the Ladybird heard – Julia Donaldson Going Shopping – Sarah Garlnad Bear About Town – Stella Blackstone The Shopping Basket</p> <p>Curriculum goal – end of Summer 1</p> <p>Children to consider the journey from our classroom to the shops. Children to consider journeys of different characters from their books. Children to create a journey to the shops. What buildings do they think they would see? What will they hear? What would they pass? What are the different buildings called? What different ways can you get to the shops? What do you like about the journey? What do you dislike about the journey?</p> <p>Children use positional language when revisiting the route.</p>
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4 – 5 years	Summer 2 curriculum
<p><i>I know the locations of the important places in my school.</i></p> <p><i>I can make connections to other countries and cultures - What is it like to live here? What is it like to live there?</i></p>	<p>Place</p> <ul style="list-style-type: none"> a) Forest school (Upper School) b) Alternative locations – photographs, stories, nursery rhymes (UK and wider world) <p>Key questions:</p> <p>What's it like walking up hill?</p> <p>Where do we cross the road?</p> <p>How do we cross the road safely?</p> <p>What is it like? What happens here? What does it look like? How does it change? What do I like or dislike about this place? How do I feel about this space? (Emotional responses).</p> <p>How is this forest school different to lower schools'?</p>

I can make observations about a new location.

I can begin to describe how spaces are the same and different.

I can describe a journey

What's it like to live here?

What's it like to live there? How do you know?

Space

Children to spend time exploring and describing their new space. What can you see, hear, smell, touch hear?

Children to use positional language.

Key questions:

Which animals might use the upper school forest schools as their home? Can we see any animal homes? How are they different in texture?

Children to use positional and directional language to describe where the different animal homes are in forest school.

Scale

Children to consider the scale of the animal homes compared to our homes.

Use photographs or stories of other locations in the UK and the wider world

Children continue to observe and record changes in weather patterns and seasonal changes.

Key questions:

How are they different in size? How are they different to our homes? Zoom in – what might you find inside?

Are you seeing any changes in the weather?

What is it like to live here? What would it be like to live there? What would bear and Steven see on their way to the shops? What would the people be doing? How will they be traveling? What can you see, hear smell? How are the buildings same and/or different?

Key vocabulary:

	<p>Same, different, change</p> <p>Weather, rain, wind, frost, snow, hot, cold</p> <p>Big, little, small, large, tiny, huge</p> <p>In, on, under, up, down, besides, between, in front of, next to, behind, in front of</p> <p>Geography given:</p> <ul style="list-style-type: none">• 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 <p>Geography text No Place like Home – Jonathan Emmett The Snail and the Whale – Julia Donaldson</p> <p>Curriculum goal – end of Summer 2</p> <p>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.</p> <p>What sort of rooms/spaces do you want in your school?</p> <p>What sort of buildings do you want in your community?</p> <p>Do you need this building? Why? Why not?</p>
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