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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable experience **Me and My community** Lesson 1 | ***Explore together what the word community means. Go for a walk around the school so the children can meet people in the school community who are there to help them.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Take photographs, draw simple picture maps and collect simple data during fieldwork activities | Fieldwork includes going on walks and visits to collect information about the environment.A community is made up of a group of people who share or live in the same place.There are different types of communities, such as the family community, the school community and the local community.Schools are places where we come to learn and make new friends.Adults in school are there to help us and keep us safe.The adults at schools have different jobs. |
| Develop 3**Messy Maps**Lesson 2 | ***Encourage the children to explore the pictures and talk about places they recognise.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Name and talk about man-made features in the local environment, including shops, houses, streets and parks. | Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. |
| Develop**Tidy Team**Lesson 3 | ***Talk to the children about everyday jobs that need doing in the classroom.***Know ways to care for their local environment. | Describe how they can look after their environment. | Litter has a harmful effect on the areas where we live, work and play.Class rules are there to keep everyone happy and safe. It is important to follow the rules. |

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Subject Leader planning - Geography

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**Autumn 1– Cycle A - EYFS**

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| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Sweep it up**Lesson 1 | ***Give children rakes, brushes and buckets for sweeping and collecting leaves.***Know ways to care for their local environment. | Describe how they can look after their environment. | Litter has a harmful effect on the areas where we live, work and play. |
| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Modelling Day and Night**Lesson 1 | ***Display a globe and a torch for children to explore how it is day and night at different times in different countries.***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. | Describe a contrasting environment to their own. |  |
| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Where is it always cold?**Lesson 1 | ***Show the Where is it always cold? video and ask the children to talk about the animals that they see. Encourage them to talk about the animals they know and any programmes they might have seen them on.***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. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. | Different places have different climates and weather.Some animals live in very cold places and have special features that help them to live in the cold. |

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**Autumn 1 Spring 1– Cycle A - EYFS**

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Dinosaur Island**Lesson 1 | ***Read the letter to the children and talk about the things that the dinosaurs would like. Create a group map on a large sheet of paper, with their suggestions, or provide each child with a Dinosaur island template for them to create maps.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Make and use simple maps in their play to represent places and journeys, real and imagined. | A map is a picture or drawing of an area of land or sea. |
| **Puddles and Rainbows** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Sunshine and Showers**Lesson 1 | ***Discuss the weather that happens during spring. Compare the images in the video to their welly walk and discuss the weather over the last week.***Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Record observations about the way the local environment changes throughout each season. | There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.Spring is one of the four seasons. You can get all types of weather in the spring. Different types of springtime weather include rain, sun, wind, hail, sleet and snow. |

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 **Spring 2 – Cycle A - EYFS**

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Remembering our Experience**Lesson 1 | ***As you create the map, encourage the children to use positional language to describe where each park area should go. When the photographic map is complete, provide paper, pens and pencils for the children to draw and colour maps of the park or garden if they choose.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Make and use simple maps in their play to represent places and journeys, real and imagined. | A map is a picture or drawing of an area of land or sea. |
| Innovate**Planning a Picnic Step 1**Lesson 2 | ***Decide where you would like to have your picnic. Make a map of the route you will take to get there.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Make and use simple maps in their play to represent places and journeys, real and imagined. | A map is a picture or drawing of an area of land or sea. |
| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable Experience**Fantastic Journeys**Lesson 1 | ***Arrange a fantastic journey and see how many forms of transport you can use. You could go on a boat trip on your local river or canal, or visit a local railway and travel on a train.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Take photographs, draw simple picture maps and collect simple data during fieldwork activities. | Fieldwork includes going on walks and visits to collect information about the environment. |
| Express**A Trip around the world**Lesson 2 | ***Invite the children to talk about their favourite activities and the countries they have learned about.***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. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. |  |

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**Summer 1 – Cycle A - EYFS**

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Subject Leader planning - Geography

**Summer – Cycle A – EYFS**

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Postcards from around the world.**Lesson 3 | ***Ask the children, their family members and friends to send in postcards from their holidays or places they live around the world and in the UK.***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. | Begin to notice and talk about the different places around the world, including oceans and seas. | Globes and maps can show us the location of different places around the world. |
| Engage**Trains, Planes and automobiles**Lesson 4 | ***Explain to the children that they will draw a map with paths and roads for the vehicles to use. Invite them to talk about the different vehicles and the journeys they are going on.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Make and use simple maps in their play to represent places and journeys, real and imagined. | A map is a picture or drawing of an area of land or sea. |
| Engage**Remembering our experience**Lesson 5 | ***Display Google Earth on a computer or tablet to show the children where they went during their memorable experience. Display photographs that were taken on the journey and invite the children to choose a picture to talk about.***Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Make and use simple maps in their play to represent places and journeys, real and imagined. | A map is a picture or drawing of an area of land or sea |
| Engage**Wish you were here**Lesson 6 | ***Watch the Wish you were here? video and discuss the different places shown. Invite the children to talk about any of the places they have visited.***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. | Begin to notice and talk about the different places around the world, including oceans and seas | Globes and maps can show us the location of different places around the world. |
| Develop**Our World**Lesson 7 | ***Share the book Our World: A First Book of Geography by Sue Lowell Gallion.*** 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. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. | A globe is a 3-D model of the Earth.Maps show 2-D images of places. |

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**Summer – Cycle A – EYFS**

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Big Wide World**Lesson 8 | ***Display a globe and a world map and invite the children to talk about countries they have visited or with which they are familiar.***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. | Begin to notice and talk about the different places around the world, including oceans and seas. | Globes and maps can show us the location of different places around the world.A globe is a 3-D model of the Earth.Maps show 2-D images of places. |
| Develop**World Climate**Lesson 9 | ***Display the World climate map and invite the children to talk about the different land colours they can see. Ask them what they think the colours might represent.***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. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. | Climates and environments are different, depending on their location on Earth. |
| Develop**Where shall we go?**Lesson 10 | ***Use a tablet or computer to show the children Google Earth.***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. | Begin to notice and talk about the different places around the world, including oceans and seas. | Globes and maps can show us the location of different places around the world. |
| Develop**On Safari**Lesson 11 | ***Invite the children to talk about the images and describe the plants and animals.***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. | Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. | Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.The savannah is a mixed grass and woodland habitat.The world's largest savannah is in Africa. |



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**Summer – Cycle A – EYFS**

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate**Planning a trip step 2**Lesson 12 | ***Choose a destination to visit and explain your choice.***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. | Begin to notice and talk about the different places around the world, including oceans and seas. | Globes and maps can show us the location of different places around the world |
| Innovate**Planning a trip step 3**Lesson 13 | ***Decide what you will need to take on your trip.***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. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. |  |
| Innovate**Planning a trip step 4**Lesson 14 | ***Draw the wildlife you hope to see.***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. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. |  |
| Innovate**Planning a trip step 5**Lesson 15 | ***Writer a postcard home.***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. | Describe a contrasting environment to their own. |  |
| Enhanced Provision**World Maps**Lesson 16 | ***Create a world floor map for the children to assemble using a length of blue fabric to represent the ocean and landmass shapes cut from green and white felt.***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. | Begin to notice and talk about the different places around the world, including oceans and seas. | Globes and maps can show us the location of different places around the world. |



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**Cycle A – EYFS**

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| **Key Vocabulary**Human features and land marks – building, bus, car, community, house, landmark, park, road, school, shop, street, aeroplane, boat, canal, railway, train, transport, travel, vehicle.Fieldwork – community, explore, photograph, school community, walk, journey, local, map, transport.Maps – aerial picture, journey, map, route, island, location, map, trip, photographic map, 2-D, grid, journey, map, online map, path, road.Compare and contrast – Australia, Ethiopia, Spain, United Kingdom, country, difference, festival, food, tradition, compare, difference, environment, habitat, similar.Settlements and land use – Earth, country, Location – Antarctic, Arctic, Mount Everest, North pole, United Kingdom, blubber, cold, cold place, feather, fur, globe, icy, mountain, snowy, weather, winter, world, Antarctic cycle, Arctic Circle, West Africa, animal, climate, desert, environment, equator, forest, grassland, habitat, island, lake, locate, mountain, ocean, plant, polar region, rainforest, river, savannah, sea, swamp, town, valley, weather, woodland.World – Antarctic, Arctic, United Kingdom, cold climate, Africa, Arctic ocean, Asia, Atlantic Ocean, Australia (Oceania), China, Earth, Egypt, England, Europe, France, Germany, Greece, India, Indian Ocean, Iran, Italy, North Africa, North America, North Pole, Pacific Ocean, Pakistan, Poland, Sahara Desert, South America, South Pole, Southern Ocean, Spain, Thailand, USA, Zambia, climate, continent, cold, climate, country, day trip, destination, dry, globe, holiday, hot, land, landmark, map, ocean, place, season, seasonal change, spring, visit, water, weather, weather symbol, wet, winter, world.Position – island, journey, map, over, route, through, under, above, across, along, around, backward, behind, below, beneath, beside, between, direction, down, forward, grid, in front, left, in front of, near, next to, on, plan, over, position, right, route, side, turn, , travel, up, under.Climate and weather – change, chart, cloud, cold, cool, forecast, hail, hot, rain, rainbow, season, shower, sky, sleet, snow, spring, sun, symbol, warm, weather, wind, winter.UK – United Kingdom, Forecast, globe, map, rain, raincoat, umbrella, England, Northern Island, Scotland, Wales, country, island, map.Geographical resources – map, online, photograph.Geographical change – Significant places - Environment – Physical Processes – Data Analysis -  |