

A Curriculum for Hindhayes - Building Geography Knowledge

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hindhayes EYFS Geography Curriculum	Knowledge Progression: Learning Experiences	<ul style="list-style-type: none"> -Becoming familiar with the classroom and the outside learning spaces. -Exploring the school site and grounds. -Meeting members of staff and where to find them. -Walking to the local cider barn to meet the local farmer and to press apples picked from our school orchard. -Observing seasonal changes in all learning environments. 	<ul style="list-style-type: none"> -Learning about the people who help us in our community and walking to the local fire/police station. -Finding out about the Hindu celebration of Diwali. -Learning about the local wildlife visiting our school grounds. -Outreach/school trip to Secret World Wildlife Rescue Centre on the Somerset Levels to learn about British wildlife. -Comparing and contrasting our local wildlife and landscape to the polar regions. -Walking to Millfield school for our Christmas performance. -Walking to a local care home to meet the residents and share Christmas songs. -Walking to the local church to meet the vicar and to listen to the Christmas story. -Observing seasonal changes in all learning environments. 	<ul style="list-style-type: none"> -Walking to a local bakery to meet a baker. -Learning about China and the Lunar New Year. -Considering similarities and differences between life in England and life in China. -Walking to the local market to taste Asian food. -Observing seasonal changes in all learning environments. 	<ul style="list-style-type: none"> -Outreach/school trip to a local farm to meet a farmer and explore a farm. -Visiting a local farm shop to look at seasonal produce. -Exploring Street Hill to look at the landscape surrounding Street. - Comparing and contrasting our local wildlife and landscape to the African Savannah. -Walking to the Church for the Easter story and to meet the vicar. -Learning about the Muslim celebration of Ramadan. -Observing seasonal changes in all learning environments. 	<ul style="list-style-type: none"> -Finding out about our Royal Family and their castles and palaces in and around the city of London. -Growing our own plants in the school grounds. -Visiting a local allotment/garden where vegetables are grown and meeting a local gardener. -School visit to the gardens at The Newt to observe seasonal fruit and vegetables growing. -Finding out where in the world our food comes from? -Comparing and contrasting our local wildlife and landscape to the Amazon Rainforest. -Observing seasonal changes in all learning environments. 	<ul style="list-style-type: none"> -Learning about life at the coast. -Visiting a local beach on the Somerset coastline. -Learning about journeys and transport. -Visiting a local travel agent. Looking at brochures of foreign destinations and finding out how we would travel there. -Meeting someone from the local community who is a pilot/air host/bus driver/train driver/travel agent. - Outreach/school trip to Carymoor Environmental Trust to learn about how to live a sustainable life. -Comparing and contrasting our local wildlife and landscape to the Great Barrier Reef. -Learning about the Aboriginal Dreamtime. -Walking to Greenbank swimming pool, meeting the local lifeguards, learning about how they keep us safe. -Observing seasonal changes in all learning environments.
	Language	School, building, classroom, hall, office, staff, library, field, Forest school, orchard, trees, quad, playground, gates, drive, toilets, corridor, shed, road, house, farm, farmer, barn, Summer, Autumn, season	Police officer, fire officer, paramedic, doctor, nurse, vet, hospital, station, building, road, village, town, care home, field, moor, hedge, wood, Arctic, Antarctic, North Pole, South Pole, frozen, iceberg, ocean, mountain, glacier, Diwali, celebration, tradition, Christmas, culture, Autumn, Winter, season	Road, high street, junction, crossing, buildings, garage, church, restaurant, bakery, baker, shop, China, world, globe, atlas, map, land, country, sea, temple, market, Winter, season	Farm, farmer, land, farmyard, fields, paddock, orchard, barn, animals, trees, crops, machinery, hill, wood, moor, Levels, river, ditch, vegetables, fruit, produce, food, grow, plant, sun, warmth, water, light, road, junction, cross, pavement, curb, Ramadan, celebration, culture, Church, altar, pews, stained glass, Spring, season	London, city, capital, England, country, palace, castle, Queen, Prince, Princess, royal, garden, plant, grow, habitat, environment, earth, grass, journey, landscape, world, country, continent, farmer, rainforest, crop, Spring, Summer, season	Coast, sea, beach, shore, rockpool, seabed, cliff, harbour, town, village, country, train, track, airplane, car, road, bus, coach, boat, refuse, landfill, recycle, pollution, plastic, reef, coral, marine life, Aboriginal, Dreamtime, story, creation, lifeguard, swimming pool, changing rooms, shop, Summer, season
	Texts	<p>Fiction: <i>The Colour Monster Goes to School</i> by Anna Llenas; <i>All Are Welcome</i> by Alexandra Penfold; <i>Topsy and Tim Start School</i> by Jean and Gareth Adamson; <i>Goodbye Summer, Hello Autumn</i> by Kenard Pak.</p> <p>Non-fiction themes: People Who Help Us: Teacher, Farmer; Seasonal changes;</p>	<p>Fiction: Books about villages, towns, countryside; <i>Goodbye Autumn, Hello Winter</i> by Kenard Pak.</p> <p>Non-fiction themes: People Who Help Us: Firefighters, Police Officers, Ambulance Crew, Vets, Doctors, Nurses; Somerset Carnival; British wildlife; British countryside; Arctic, Antarctic, Seasonal changes; Diwali, Christmas celebrations; The story of Christmas</p>	<p>Fiction: Books about towns and villages; stories from China (The Great Race etc.).</p> <p>Non-fiction themes: Towns/villages; Baker/bakeries; England; China; Lunar New Year; Seasonal changes;</p>	<p>Fiction: <i>Goodbye Winter, Hello Spring</i> by Kenard Pak.</p> <p>Non-fiction themes: Farms; farmers; farm animals; crops; churches; Local countryside; Seasonal changes; Ramadan, Easter; African savannah;</p>	<p>Fiction:</p> <p>Non-fiction themes: Royal family; The city of London; Castles and Palaces; Produce/food from around the world; Amazon rainforest; Seasonal changes;</p>	<p>Fiction:</p> <p>Non-fiction themes: The coast; transport/travel; Recycling; Australia, The Great Barrier reef; Aboriginal peoples, Dreamtime, Seasonal changes;</p>
Early Learning Goals EYFS	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. Understand some important processes and changes in the natural world around them - the seasons.</p>						

National Curriculum Statutory Requirements KS1	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Key human feature, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left, and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Sticky Knowledge	Our School & My Village		Villages, Towns and Cities			Mountains, Rivers, and Coasts
		<ul style="list-style-type: none"> -My school is in the village of Street. -My school has an address and postcode. -My school is made up of natural and manmade features. -I can use a compass to help me find direction around my school. -I can travel to my school in various ways. -Some roads to school are more dangerous than others. -The name of my village is Street. -A village is a small settlement in a rural setting. -Street is a large village. -The people living in Street are my community. -My community is made up of different people with different jobs who carryout different activities. -The people in my community live in different types of houses. 		<ul style="list-style-type: none"> -A village is a small settlement with a small number of houses for a few hundred people. -I live in a large village called Street which is surrounded by smaller villages. -A town is larger than a village, with lots of houses and facilities, such as schools and shopping centres. -A city is larger than a town, is densely populated and is more important than a village or a town. -London is the capital city of England. -I live in the country England. -A country is an area of land with its own government. -England is on the continent of Europe. -A continent is a large and continuous mass of land which is separated by expanses of water. 		<ul style="list-style-type: none"> -Mountains are areas of land that are much higher than the land surrounding them. -Mount Everest in Asia is the highest mountain in the world. -A river is the path that water takes as it flows downhill towards the ocean. -Rivers can be long or short, wide, or narrow and they often join together on their way downstream to make bigger rivers. -The largest river in England is the river Thames in London. -A coastline is where the land meets the sea or ocean. -Coastal areas are also known as shores and seaside. 	

Year 2	Sticky Knowledge	An Epic Adventure/UK Countries and Capital Cities		Continents and Oceans & The Weather and The Poles		India & Routes and Journey's	
		<ul style="list-style-type: none"> -The United Kingdom is made up of four countries: England, Northern Ireland, Scotland & Wales. -The capital city of England is London. -The capital city of Northern Ireland is Belfast. -The capital city of Scotland is Edinburgh. -The capital city of Wales is Cardiff. -The seas surrounding the United Kingdom are the: English Chanel; Celtic Sea; Irish Sea; North Sea. -The seas around the United Kingdom are part of the Atlantic Ocean. -The United Kingdom is part of the continent Europe. -There are two types of geographical features: Human and Physical. -Human features have been made by people. -Physical features are natural features and phenomena. 		<ul style="list-style-type: none"> -There are seven continents on our planet Earth: Asia, Africa, North America, South America, Antarctica, Europe, Oceania. -Continents are large areas of land mass. -There are five oceans on our planet Earth: Pacific, Atlantic, Indian, Southern, and Arctic. -Oceans are vast expanses of saltwater. -Antarctica is a Continent. -Antarctica is the coldest place on Earth. -The Southern Ocean surrounds Antarctica. -The Arctic is a frozen Ocean. -The Arctic is a cold place. -The human and physical features of Continents vary. -The temperature of planet Earth is rising causing the ice to melt in the polar regions. -Melting ice causes sea levels to rise affecting animals, humans and the environment. -The weather where we live can change daily. -The weather in other parts of the world can be different to our weather. 		<ul style="list-style-type: none"> -India is a country located on the Continent of Asia. -India is in the Indian Ocean. -India is located near the Equator. -India is a hot, tropical country. -Produce from India is sold in the UK. -Chembakolli is a small village in India. -The human and physical feature of Chembakolli are similar to and different to the human and physical features of our village Street in the UK. -Travelling from one place to another is known as a journey. -People arrive at the same destination from different starting points. -Walking to a destination close by, rather than driving, is better for the environment. -Some destinations are too far away to travel overland. -Some destinations are across seas and oceans. -A long journey to a new home is called migration. 	

