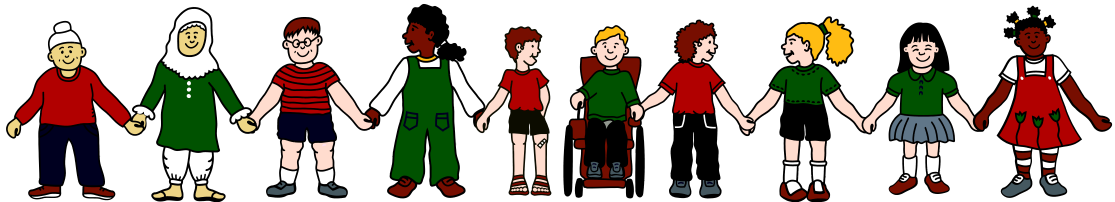


# THE GILES NURSERY AND INFANTS' SCHOOL



## Geography Report for Governors

2021/2022

**Geography Report for Governors  
2021/2022  
Geography Curriculum Leader: Alexandra Busby  
Governor: John Stevens**

### **Statement of intent**

The aim of our geography curriculum is to ensure that:

- pupils should develop knowledge about the world, the United Kingdom and their locality
- pupils should understand basic subject-specific vocabulary relating to human and physical geography
- pupils should begin to use geographical skills including first-hand observation to enhance their local awareness

The role of the curriculum lead is to continually monitor the quality of teaching and the curriculum that is being taught across the school, to ensure a creative and spiralled curriculum that is accessible to all pupils and supports those pupils that are disadvantaged or have Special Educational Needs and Disabilities (SEND). This is achieved through our school monitoring cycle which includes lesson observations, work scrutiny, display monitoring and photographic evidence. Photographic evidence is displayed in the geography photographic evidence file. All other evidence is kept in the geography curriculum file, which is monitored by the head teacher each academic year. Pupils are also involved in the monitoring of geography through the collection of pupil voice from each year group. Further monitoring takes place through curriculum leader reports, which are shared with curriculum link governors.

### **Intent**

Teachers plan a creative, holistic, spiralled curriculum to ensure that geography learning happens in a sequential and progressive manner. This enables pupils to build upon previously learned knowledge and skills and embed what they have learnt. This year the curriculum objectives have been delivered through the following topics and areas of learning.

### **Year 2**

#### **Autumn**

#### **Healthy Me / An Island Home**

Continents and compass points

- food from around the world
- revision of continents and oceans taught in Year 1
- countries, capitals and flags of the United Kingdom
- features of own location
- write to children on the Isle of Coll to tell them about Stevenage

- features of a contrasting location (Isle of Coll)
- investigate features using Google Earth
- compare human and physical features in both locations

## **Spring**

### **A Land Far, Far Away (Antarctica and Native Americans)**

Hot and cold deserts

- locate polar regions on a map and compare to regions closer to the equator
- features, climate and conditions of Antarctica
- adapting for life in Antarctica
- comparing life in the local area to life in Antarctica
- mapping skills – Native American landscape maps

## **Year 1**

### **Spring**

#### **Winter/ Traditional Tales/ Our Local Area (including birds and materials)**

Geographical skills and fieldwork

- Celebrating our Local Area
  - Making an attractions poster for Stevenage
  - Plotting Stevenage on a map of the British Isles
- Identifying differences between town/city/village
- Looking at maps of Stevenage
  - Look up Stevenage on Google Maps.
  - Look at aerial maps of Stevenage
  - Pupils to create own map of Stevenage and plot Gordon Craig Theatre, Fairlands Valley, The Giles Nursery and Infants' School on a map of Stevenage.
  - Possible fieldtrip in the local area.

### **Summer**

#### **At the Seaside**

- pupils compile a list of all the places they have visited
- pupils locate those places on a map and atlas, group them into types of environment and represent the information pictorially or graphically
- locate the nearest seaside place using a map and atlas
- discuss why people like to go to the seaside, use photographs, pictures and stories
- visit Walton-on-the-Naze, seaside town on a field trip
- label human and physical features of a seaside area using a key on a base drawing of an oblique photograph
- review learning on use of land and buildings in own locality and look at how buildings are used in the seaside area

- identify specific buildings only found at the seaside using photographs and text

## **Reception**

### **Autumn**

#### **Imaginative story telling linked to the Three Little Pigs/ Wolves and environments**

##### **Understanding the world – People, Culture and Communities:**

- nature table, signs of autumn and harvest
- celebrations: autumn, harvest, Christmas and Diwali

##### **Understanding the World – The Natural World:**

- facts about pigs and wolves
- investigating homes around the world
- investigating wolves and their environments
- investigate the process of how a house is built
- look at homes built of natural resources
- investigate how to build a house using cementing materials
- build a house using construction resources
- what changes and growth are happening in the natural world
- changes in the world around us

### **Spring**

#### **Food technology and science investigations linked to The Gingerbread Man/ Safe Journeys**

##### **Understanding the World – People, Culture and Communities:**

- celebrations: Shrove Tuesday, Palm Sunday and Easter, Chinese New Year, Mother's Day and Valentine's Day, weddings
- 

##### **Understanding the world – The Natural World:**

- signs of winter in the local environment
- observational drawing of plants
- photograph signs of spring
- signs of spring in the local environment
- creating a journey for the Gingerbread Man using magnets

### **Summer**

#### **Life cycles linked to The Little Red Hen/ Growing**

##### **Understanding the World – People, Culture and Communities:**

- Father's Day
- Looking at questions about how the world evolved and how we can look after it
- Celebrating One World Week

### **Understanding the World – The Natural World:**

- facts about hens
- lifecycle of a chick
- taste bread from European countries
- find out how crops were harvested in the past
- investigate seeds using magnifying glasses
- nature table - signs of summer
- observe bread going mouldy
- plant bulbs, herbs and plants

### **Nursery**

#### **Autumn**

#### **Nursery Rhymes / Celebrations**

### **Understanding the World – People, Culture and Communities:**

- Diwali
- Harvest festival
- Bonfire night
- Teddies' birthday
- Christmas
- 

### **Understanding the World – The Natural World:**

- local walk for signs of autumn
- lifecycle of a ladybird
- weather, clouds, wind and rain
- tasting fruit and vegetables

### **Spring**

#### **Jungle Animals / Growing**

### **Understanding the World – The Natural World:**

- compare the local environment to a jungle environment
- spring walk to look for signs of new life

### **Summer**

#### **Sand and Water**

### **Understanding the World – The Natural World:**

- old photos and artefacts of the seaside
- pupil's experiences of the seaside
- sorting sea and river creatures

Following the training of staff by 'The School Ground Company', the nature area has been in use throughout the year, in all seasons, by all year groups. It has been visited as part of many cross-curricular lessons and continues to be used as an important part of the geography curriculum. The nature area is also used for Forest School in key stage 1. It encourages hands-on experiences in nature and allows the pupils the opportunity to explore and discover nature in all seasons. The nature area has been of particular use when encouraging and engaging pupils that are disadvantaged and pupils with SEND as it allows for a hands-on experience that is engaging for kinesthetic learners.

## **Implementation**

### **Overview of this year so far: progress towards the implementation of the geography curriculum 2021-22**

This has been another exciting year in geography at The Giles Nursery and Infants' School. Pupils have continued to enjoy the exciting learning taking place in geography lessons. They have also continued to develop their own geographical knowledge and skills, which has been rewarding for their teachers to see.

Following the successful use of Purple Mash during school closures, it has continued to be used in key stage 1 to set homework, including geography learning that links to the learning that is taking place in the classroom. Purple Mash is also used to provide home learning for pupils that are isolating but well enough to continue with their schooling. The learning set has coincided with the learning taking place in school, including geography if it is being taught that week.

The geography curriculum is cross-curricular and is taught in a varied and rich way throughout the school. The learning is brought to life by the teachers and made meaningful for the pupils in a variety of contexts. This ability to hook the pupils has shown to be effective in engaging all pupils, but especially those pupils that are disadvantaged or pupils with SEND.

Due to COVID-19, the curriculum leader has been unable to represent the school at curriculum leadership meetings with geography leaders from other schools in the Hertfordshire area. This is an important part of professional development and a key time to share teaching ideas and discuss developments in the curriculum area. There is now a scheduled date for a meeting with the geography curriculum leader in the Junior school to meet and discuss the progression from the Infant school through to the end of Junior school, which will provide a good understanding of where the pupils are coming from into Junior school and where they are going once they progress from Infant school.

A geography deep dive took place in February 2022 across some of EYFS and in year 2. Observations took place across different classes and the use of key vocabulary was monitored. Discussions about how this learning fed into the overall geography curriculum took place with teachers and pupils were also given the opportunity to share what they are learning about and demonstrate their understanding of the learning taking place. Examples of work completed within the lessons were collected and added to the geography curriculum folder.

During the school year at Twilight sessions, Curriculum Maps and Curriculum Journeys were updated to reflect any changes to the curriculum. Key vocabulary was also updated from nursery through to year 2 to ensure that it is age-related and progressive as the pupils move through the school. Vocabulary from the previous year was updated on the Curriculum Journeys to ensure that each year group can recap and continue to model the previously taught vocabulary. Year groups will continue to discuss the key vocabulary with all staff in the classrooms before starting a new topic so that all staff can model the correct subject vocabulary. Key vocabulary from the previous year group has also been added to planning across the school so that staff can see which vocabulary to recap and which to model when teaching. This ensures that our enriching spiral curriculum can be maintained, along with the strong thread of continuity that runs throughout the school.

Examples of geography work was collected as part of the deep dive that took place in February 2022. Further examples will be collected following observations in Year 1 and Reception in the summer term. Photos are being collected to add to the photographic evidence folder which represents both previous and current geography learning.

The Year 1 school trip linked with geography may be able to take place this academic year now that restrictions have been lifted. This is dependent on the situation close to when the trip is planned to take place, and this will be monitored closely beforehand. If it is unable to take place the teachers in Year 1 will adapt the planning to allow the children to contextualise their learning without the trip and will still provide the children with the opportunity to further develop their practical investigation and fieldwork skills.

Over the course of the autumn term the Early Years curriculum was updated to ensure that it is in line with the new statutory national curriculum. This has included changes to Understanding the World which is what geography is taught as a part of. The curriculum journey was updated to reflect the new topics being taught in the Early Years.

The geography policy was reviewed and updated in January 2022 and will be reviewed again in 2025.

**In order to implement our geography curriculum successfully, progress towards 2021/22 targets was as follows:**

Whole school moderation of all subjects was planned across the year. This is a fantastic opportunity to share evidence of the learning in geography that has taken place across the school throughout the year so far.

When carrying out a deep dive in February, geography was observed in Year 2 and in Nursery. It has been planned for further observations to take place in Reception and Year 1 in the summer term to ensure that geography is observed throughout the school this year. The observations provide rich evidence of the different geography lessons that are being taught within the school and once all observations are complete it will demonstrate the progression of skills from early years through to the end of key stage 1.

Pupil voice was collected as part of the deep dive that took place in February through discussion with the pupils in the lessons. The curriculum leader has planned to gather further pupil voice in the summer term. This will provide feedback on how much the pupils are enjoying geography lessons throughout the school and indicate areas of development.

Photographic evidence for geography is in the process of being updated with photographs from earlier in the 2021/22 school year. It was updated last year with photos from the 2019/20 and 2020/21 school years, including photographic evidence of remote learning also, as this was a large part of the learning experience provided by the school.

Year 1 had an additional workshop in the summer term 2021, however it required no oversight by the curriculum leader. There have been no other workshops requiring oversight by the curriculum leader.

There was not a need for any updated geography resources. However, this is something that will be reviewed at the geography moderation so that any required resources can be purchased to support the teaching of geography.

Due to the school closure during the spring term of the 2020/21 school year, a 'recovery curriculum' was put into place for the current school year to address gaps in pupils learning that have been caused by COVID-19. Teachers met with previous year groups to discuss which topics and vocabulary had been missed in all subjects including geography. Teachers then, with the support of the curriculum journeys, began to adapt the curriculum and teaching in order to address gaps in learning while still ensuring a progressive, spiral curriculum. The curriculum leaders were on hand to support with this as necessary.

Key vocabulary from previous year groups was added to planning to ensure that pupils were familiar with the vocabulary from the previous year before progressing onto the current year's vocabulary. All key vocabulary was also discussed with year group teams, including teaching assistants and additional learning support staff, to ensure consistent use and modeling to support the pupils in their learning and progression.

Due to the impact of the school closure, the 'Rising Stars' assessment tool has not been shared with staff this year, but is ready to be shared from September 2022.



The changes to the early years curriculum was looked into and the appropriate changes have been made to the current curriculum being taught at Giles Nursery and Infants' School to ensure full coverage of the statutory requirements. The curriculum journey has been updated accordingly. Geography falls under two sub-sections of the 'Understanding the World' subject area called 'The Natural World' and 'People, Culture and Communities'. There have been minor changes to this area that include the addition of using maps to describe their immediate environment and knowing similarities and differences between the country where they live and other countries.

### **Curriculum impact**

The quality of geography teaching is monitored through regular observations throughout each year group. The pupils are seen to be consistently building on previously learnt skills and knowledge, which have clearly been embedded. This is evident from observations and the quality of work in books and folders.

For example, in Reception pupils begin to build a knowledge base by identifying countries on a map when discussing where different breads come from. Key vocabulary about maps is reinforced and repeated. It was used by the teacher throughout the lesson and any misconceptions surrounding the vocabulary and its meaning were addressed within the lesson. This knowledge will be built on as part of the geography curriculum in Year 1.

Monitoring is scheduled to include regular observations, planning scrutinies, moderation and the collection of photographic evidence. Photographic evidence is collated and added to the geography photographic evidence file. Photographs are also collected from subject folders on the school server. Pupil voice is collected by the curriculum lead across year groups.

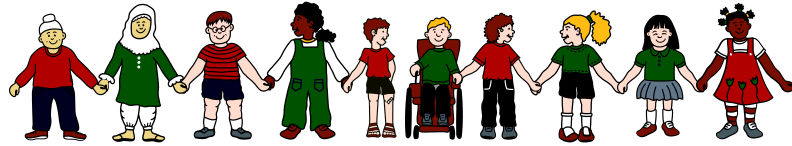
The governor with responsibility for geography is kept updated on the geography curriculum through yearly meetings within which a subject report is shared by the curriculum lead. Governors also take part in learning walks throughout the year.

Parents are kept informed of the geography curriculum through the curriculum map and journey that are published on the school website. The updated curriculum map and journey were added in spring 2022. The action planning for geography can also be found on the school website. Parents are also kept updated on a regular basis through the weekly newsletter that has contributions from each year group detailing the learning from that week.

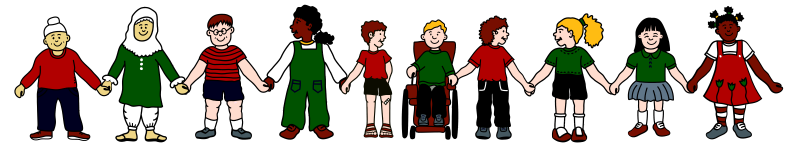
Geography data for key stage 1 is uploaded to SIMS twice a year, in the spring and summer terms respectively, in order that pupil progress can be tracked. Geography as a subject is not part of the Early Years Foundation Stage curriculum but is taught under 'The Natural World' and 'People, Culture and Communities', two of the three sub-sections of the 'Understanding the World' area of learning. The data for early years is tracked through SIMS and is updated once every term.

### **Moving forward: Actions for 2022/23**

- carry out planned whole school moderation in geography
- carry out planned observations in geography across the school
- carry out planned review activities in geography through pupil voice
- continue to collate photographic evidence of displays and pupil's work
- oversee workshops if support is required
- review resources and update as and when required
- implement new assessment procedures when guidance comes into effect
- share the 'Rising Stars' geography assessment tool with staff
- look into the changes to the early years curriculum and the impact of this on geography teaching.



THE  
GILES NURSERY  
AND  
INFANTS'  
SCHOOL



# Curriculum Journey

## Geography

# Nursery

**Subject: Geography**

**Topic: Nursery rhymes / Celebrations**

**Term: Autumn**

**Key vocabulary: change, leaf, tree, rain, wind, Nursery, garden, path, playground, home**

**Topic: cloud, sun, warm, cold**

**Child initiated learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)**

**Daily routines and activities (Autumn main focus C & L and PSED but all areas of EYFS curriculum covered)**

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Handwashing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

<b>Activities</b>	<b>Skills</b>	<b>Knowledge</b>
Autumn Walk	Able to discuss signs of Autumn they have seen from their observations.	Knowing what to look for when searching for signs of Autumn

Facts, stories, rhymes and songs about Autumn	Able to identify some features in the environment.	Knowing what to look for when searching for animals, objects in the outside environment.
Weather, clouds, wind and rain	To talk about the weather, they observe during child learning time.	Knowing some differences in weather /seasonal changes
Tasting fruit and vegetables.	Notices detailed features of objects in their environment.	To know what fruit and vegetables are. To be able to name some fruit and vegetables.

# Nursery

**Subject: Geography**

**Topic: Jungle Animals / Growing**

**Term: Spring**

**Key vocabulary: cold, snow**

**Topic vocabulary: animals, jungle, sleep, live, leaf, tree, weather, cloud, wind, rain, sun, warm**

**Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)**

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Handwashing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

<b>Activities</b>	<b>Knowledge</b>	<b>Skills</b>
Facts, stories, rhymes and songs about winter.	Able to identify detailed features of objects in their environment.	Knowing what to look for when searching for signs of winter.
Winter walk - changes in winter season.	Able to identify features of objects in their environment.	Knowing what to look for when searching for signs of winter.
Finding out animal facts. Creatures that hibernate in winter. Where do animals live?	To look at photographs and models of animals to find out which is the fastest, tallest, and biggest animal.	To know which is the fastest, tallest and biggest animal.

Animal hunt with magnifying glasses.		
Comparing the local environment to a jungle environment.	Able to identify some differences in different environments	Knows some aspects of their local environment and a jungle environment.
Weather, clouds, wind and rain	To talk about the weather, they observe during child learning time.	Knowing some differences in weather /seasonal changes

# Nursery

**Subject: Geography**

**Topic: Sand and Water**

**Term: Summer**

**Key vocabulary: sun**

**Topic vocabulary: pond, rock pool, seaside, leaf, tree, weather, cloud, wind, rain, warm, cold, hot, sea, river**

**Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)**

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Handwashing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

- Enjoys playing with small-world models such as a farm, a garage, or a train track.

- Notices detailed features of objects in their environment

<b>Activities</b>	<b>Skills</b>	<b>Knowledge</b>
Facts, stories, rhymes and songs about summer.	Able to identify detailed features of objects in their environment.	Knowing what to look for when searching for signs of summer.
Summer walk - changes in summer season.	Able to identify features of objects in their environment.	Knowing what to look for when searching for signs of summer.
What can you find in a rock pool and pond?	Able to identify features of objects in their environment.	Knowing names of some of the things found in a pond.
Comparing the local environment to a seaside environment.	Able to identify some differences in different environments	Knows some aspects of their local environment and a seaside environment.
Weather, sun, clouds, wind and rain	To talk about the weather, they observe during child learning time.	Knowing some differences in weather /seasonal changes
Sorting sea and river creatures	To sort them into the correct criteria.	To know some key differences in different species.

# Reception

**Subject: Geography**

**Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs**

**Autumn 2 – Wolves and environments**

**Term: Autumn**

**Revisit previous vocabulary: change, leaf, tree, rain, wind, Nursery, garden, path, playground, home, cold, snow, sun**

**Key vocabulary: church, map, street, house, school, flat(s), building, season, autumn, winter**

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
Introducing Harvest	Beliefs and Practices. Symbols and actions. Discussing how and why people prepare for and celebrate a special occasion. Discussing and recalling with their peers prior knowledge and own personal experiences.	Knowing why people around the world celebrate harvest. Knowing how people gather food for harvest. Knowing why people say than you to a God for harvest. Knowing how and where food is stored. Knowing how harvest is celebrated around the world.
Harvest story	Beliefs and Practices. Symbols and actions. Discussing and recalling with their peers prior knowledge and own personal experiences. Recalling aspects of a story and providing reasons for choice.	Knowing how a harvest celebration is prepared. Knowing right from wrong: red/green choices
Harvest story reflection	Beliefs and Practices. Symbols and actions. Explanation and discussion.	Knowing the importance of sharing and what to do for people less fortunate than themselves. Knowing different ways to help/support a friend.



	Explanation of religious symbols in a church and what they are used for in a ceremony.	Knowing different religious symbols.
Harvest for woodland creatures.	Beliefs and Practices. Symbols and actions. Discussion and explanation.	Knowing what can be foraged from nature for animals to eat during the winter months.
Harvest around the world	Beliefs and Practices. Symbols and actions. Recalling of personal experiences. Discussion.	Knowing how harvest is celebrated in different countries around the world. Naming of countries around the world.
Harvest and being healthy.	Beliefs and Practices. Symbols and actions. Naming fruit and vegetables. Explaining why important to maintain a healthy diet. Recalling why harvest is celebrated. Discussing ways to thank people/God. Suggest ways to help other people.	Knowing different fruit and vegetables. Knowing why it is important to maintain a healthy diet. Knowing why harvest is celebrated around the world. Knowing ways to thank God/people for harvest. Knowing different ways harvest can support people less fortunate than themselves.
Investigating homes around the world (Building a house using recycled materials)	To be able to construct a model. To be able to use different resources to join materials together.	Knowledge of the different parts of houses. Knowledge of houses around the world.
Celebrating a Hindu and Sikh festival - Diwali.	Symbols and actions. Retelling the story in their own words using puppets. Using creative media to make own artefacts linked to a celebration. Manipulation of clay to make a Diva lamp. Cutting and sticking. Working within an enclosed space to make a pattern or picture.	Knowing why Hindus and Sikhs celebrate this festival. Knowing the ways that Diwali is celebrated by their peers, local community and around the world. Knowing the story of Diwali and the characters.

	<p>Discussing a place of worship where Hindus go to celebrate Diwali.</p> <p>Discussing why a candle is lit at ceremonies.</p>	
Investigating wolves and their environments	To be able to create an environment using a range of resources.	<p>To know what an environment is.</p> <p>To understand what the different environments are.</p>
Lighting a lamp a Diwali story.	<p>Symbols and actions.</p> <p>Discussing feelings</p> <p>Discussing personal experiences.</p> <p>Discussing why a candle is lit in religious ceremonies.</p>	<p>Knowing why a candle is an important symbol in Hinduism and other main faiths.</p> <p>Knowing why different religions uses candles in places of Worship.</p>
Exploring a Hindu Shrine	<p>Symbols and actions.</p> <p>Explaining the different artefacts on a Hindu shrine symbolise.</p> <p>Exploring religious artefacts using their senses.</p>	Knowing the names of different artefacts and what they symbolise.
Advent	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Recalling personal experiences.</p> <p>Explanation of a special event in their lives.</p> <p>Providing ideas about what special items could be placed in an advent calendar.</p> <p>Discussing ways Christians celebrate the birth of Jesus.</p> <p>Discussing religious symbols which are important to Christians at Advent.</p>	Knowing about Advent and what it symbolises.
Nativity story	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Recalling sequence of events.</p> <p>Recalling the gifts the three wise men/kings gave Jesus.</p> <p>Naming presents.</p> <p>Discussing why Christians perform the nativity to others.</p>	<p>Knowing the sequence of the nativity story.</p> <p>Knowing the names of the gifts and what they symbolise.</p> <p>Knowing why it is important for Christians to perform the nativity in schools and in churches.</p>

	Discussing how do many Christians celebrate Christmas.	
Retell the nativity story (story map).	Symbols and actions. Beliefs and practices. Using repetitive phrases.	Knowing the story, characters and order of events.
Christmas	Symbols and actions. Beliefs and practices. Discussion about giving gifts to others. Discussing what is the best gift to give. Discussion about a gift that costs no money.	Knowing why people like to give gifts. Knowing what giving a gift represents.

# Reception

**Subject: Geography**

**Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man**

**Spring 2 – Safe Journeys**

**Term: Spring**

**Revisit previous vocabulary: change, leaf, tree, rain, wind, Nursery, garden, path, playground, home, cold, snow, sun**

**Key vocabulary: direction, path, road, bridge, season, spring**

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
To look at a wedding from a different religion.	Identity and Belonging. Explore similarities between weddings in a variety of cultures and religious traditions. Discussing the similarities and differences of two religious weddings.	Knowing how to compare similarities and differences between two different religious weddings.
Celebrating Chinese New Year.	Beliefs and Practices. Sources of Wisdom. Retelling the story in their own words using wooden figures. Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper. Cutting and sticking. Working within an enclosed space to make a pattern or picture.	Knowing why Chinese communities around the world celebrate Chinese New Year. Knowing the ways that Chinese New Year celebrated by their peers, local community and around the world. Knowing the story of Chinese New Year and the characters.

Celebrating Pagan festival. (Valentines Day)	Retelling the story in their own words using puppets. Manipulation of paper to make cards. Cutting and sticking. Working within an enclosed space to make a pattern or picture. Colouring in enclosed lines.	Knowing why this festival is celebrated. Knowing the ways that this festival is celebrated by their peers, local community and around the world. Knowing the story of St. Valentine and the characters.
Using iPads to take photographs of a sign of winter.	To recognise a sign of winter and describe what they can see. Using the camera on the iPad to focus on a sign of winter and take a photograph.	Knowing what to look for when searching for signs of winter. Knowing how to handle an iPad and access the camera.
Using iPads to take photographs of a sign of spring.	To recognise a sign of spring and describe what they can see. Using the camera on the iPad to focus on a sign of spring and take a photograph.	Knowing what to look for when searching for signs of spring. Knowing how to handle an iPad and access the camera.
Creating a journey for the Gingerbread Man using magnets	To be able to use simple map skills to create a journey. To be able to move a magnet.	Knowledge of maps. Knowledge of magnets and how they work.

# Reception

**Subject: Geography**

**Topic: Summer 1 – Life cycles linked to The Little Red Hen**

**Summer 2 – Growing**

**Term: Summer**

**Revisit previous vocabulary: change, leaf, tree, rain, wind, Nursery, garden, path, playground, home, cold, snow, sun**

**Key vocabulary: doctor, dentist, police officer, teacher, church, summer**

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
Ultimate questions about how the world evolved and how we can look after it.	Ultimate questions. Recalling on prior learning. Discussing how the world was created/what makes the world so special. Discussing how can the children look after the world in the future.	Knowing about how the world evolved. Knowing ways to look after the world the children live in for the future.
Celebrating 'One World Week'.	Sources of Wisdom. Retelling the story in their own words using wooden figures. Manipulation of materials to make doves, rainbows. Artwork to create a Noah's Ark and the animals, iPad drawings to create rainbows. Counting the animals in 2s into Noah's Ark. Working within an enclosed space to make a pattern or picture.	Knowing the Christian story of Noah's Ark.

# Year 1

**Subject: Geography**

**Topic: Winter / Traditional Tales / Our Local Area**

**Term: Spring**

**Revisit previous vocabulary: autumn, winter, spring, summer, change, leaf, tree, weather, cloud, wind, rain, sun, warm, cold, hot, sea, river, doctor, dentist, police officer, church, flood, left, right, forwards, backwards, above, under, direction, season, map, street, house, school, bungalow, teacher, caretaker, Head Teacher, tunnel, cleaner**

**Key vocabulary: town, house, shop, map, United Kingdom, sea, street, Stevenage, village, school**

**Topic vocabulary: terraced, semi-detached, detached, flats, mudhut, clocktower, brick, window, tiles, window, door, roof, windowsill, gutter, bungalow**

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
<p><b><u>Celebrating our Local Area</u></b></p> <ul style="list-style-type: none"><li>• Making an attractions poster for Stevenage</li><li>• Plotting Stevenage on a map of British Isles</li></ul> <p>Identifying differences between town/city/village.</p>		<p>Use basic geographical vocabulary to refer to: key human features, including: <b>city, town, village</b>, factory, farm, house, office, port, harbour and <b>shop</b></p>

<p><b><u>Looking at maps of Stevenage</u></b></p> <ul style="list-style-type: none"> <li>• Look up Stevenage on Google Maps. Explore the different tools satellite/ map/ terrain and zooming in and out. Explain this is a bird's eye view</li> <li>• Look at aerial maps of Stevenage.</li> <li>• Pupils to create own map of Stevenage and plot Gordon Craig Theatre, Fairlands Valley, The Giles Nursery and Infants' School on a map of Stevenage.</li> </ul> <p><b>Possible fieldtrip in the local area</b></p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>devise a simple map; and use and construct basic symbols in a key</p> <p>study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
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# Year 1

**Subject: Geography**

**Topic: At the Seaside / The Gruffalo**

**Term: Summer**

**Revisit previous vocabulary:** autumn, winter, spring, summer, change, leaf, tree, weather, cloud, wind, rain, sun, warm, cold, hot, sea, river, doctor, dentist, police officer, church, flood, left, right, forwards, backwards, above, under, direction, season, map, street, house, school, bungalow, teacher, caretaker, Head Teacher, tunnel, cleaner

**Key vocabulary:** beach, sea, coast, town, shop, house, countryside, seaside, village, map, cliff

**Topic vocabulary:** bay, tide, pier, promenade

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
<p><b>Who has visited other places? Where are they? How far away are they? How did they get there?</b></p> <ul style="list-style-type: none"><li>• Ask the children what places they have visited and compile a list.</li><li>• Help the children to locate the places by using a map and atlas and group them into types of environments, <i>e.g. town, countryside, seaside</i>, and represent the information pictorially or graphically.</li></ul>	<p><b>National Curriculum:</b> 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</p>	<p><b>National Curriculum:</b> 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

<p><b>What is the seaside like? Why do we like to go there?</b></p> <ul style="list-style-type: none"> <li>• Ask the children to use a map and atlas to locate the nearest seaside place. Discuss with the children why people like to go to the seaside and, using pictures, photographs and appropriate stories, elicit from the children the main features of the seaside. <b>Field trip Walton on the Naze</b></li> </ul>	<p><b>National Curriculum:</b> 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</p> <p><b>National Curriculum:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p><b>National Curriculum:</b> 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p><b>How is the seaside different from our locality?</b></p> <ul style="list-style-type: none"> <li>• Ask the children to use a key to label human and physical features of the seaside area on a base drawing of an oblique photograph.</li> <li>• Review what the children learned about the use of land and buildings in their own locality to look at how the land and buildings are used in the seaside area. Ask the children to look at photographs and text and identify specific buildings found only at the seaside.</li> </ul>	<p><b>National Curriculum:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p><b>National Curriculum:</b> 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

# Year 2

**Subject: Geography**

**Topic: Healthy Me / An Island Home**

**Term: Autumn**

**Revisit key vocabulary:** autumn, winter, spring, summer, change, leaf, tree, weather, cloud, wind, rain, sun, warm, cold, hot, sea, river, doctor, dentist, police officer, church, flood, left, right, forwards, backwards, above, under, direction, season, map, street, house, school, bungalow, teacher, caretaker, Head Teacher, tunnel, cleaner town, house, shop, map, United Kingdom, sea, street, Stevenage, village, school, beach, sea, coast, town, shop, house, countryside, seaside, village, map, cliff

**Key vocabulary:** map, United Kingdom, country, capital city, England, Scotland, Northern Ireland, Wales, local, island, similarities, differences, continents, oceans, world

**Physical features, including:** beach, cliff, coast, hill, mountain, sea, ocean, river

**Human features, including:** city, town, village, factory, farm, house, office, port, harbour and shop

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
1. Food from around the world (including revision of continents and oceans as taught in Year 1)	* 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	* name and locate the world's seven continents and five oceans

<p>2. Countries, capital and flags of the United Kingdom</p>	<p>* 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</p>	<p>* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p>3. Features of own location (Stevenage) – write to children on the Isle of Coll to tell them about Stevenage (using Google Earth)</p>	<p>* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>* 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 features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>4. Features of a contrasting location (Isle of Coll) – ask questions about the features and then investigate using photographs (using Google Earth)</p>	<p>* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>* 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 features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>5. Compare human and physical features in both locations (Google Earth)</p>	<p>* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>* 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 features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

# Year 2

**Subject: Geography**

**Topic: A Land Far, Far Away (Antarctica and Native Americans)**

**Term: Spring**

**Revisit previous vocabulary:** autumn, winter, spring, summer, change, leaf, tree, weather, cloud, wind, rain, sun, warm, cold, hot, sea, river, doctor, dentist, police officer, church, flood, left, right, forwards, backwards, above, under, direction, season, map, street, house, school, bungalow, teacher, caretaker, Head Teacher, tunnel, cleaner town, house, shop, map, United Kingdom, sea, street, Stevenage, village, school, beach, sea, coast, town, shop, house, countryside, seaside, village, map, cliff

**Key vocabulary:** map, world, continent, polar regions, Arctic, Antarctica, North Pole, South Pole, Equator, features, climate, conditions, compare, compass directions (north, south, east, west), similarities, differences, valley, vegetation

<b>Activity</b>	<b>Skills</b>	<b>Knowledge</b>
1. Locate Polar Regions on a map (Arctic and Antarctica) and compare to regions close to the Equator	* 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	* identify the location of hot and cold areas of the world in relation to the North and South Poles and the Equator
2. Features, climate and conditions of Antarctica	* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	* understand geographical similarities and differences through studying the human and physical geography of a small area of the United

		Kingdom, and of a small area in a contrasting non-European country
3. Adapting for life in Antarctica	* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	* use basic geographical vocabulary (key physical and human features)
4. Comparing life in the local area to life in Antarctica	* use simple fieldwork and observational skills	* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
5. Mapping skills – Native American beebot maps	* devise a simple map, and use and construct basic symbols in a key	* use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map

