

Geography Curriculum Map 2023-24

Through this Curriculum children at Eastfield School will become geographical explorers. They will learn how to use the school environment, the local area and the community to power their learning. They will develop a relationship with their home town of St Ives through which they will discover the identity of their town and its features and how that relates to the world as a whole.

Year Two					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How did the great fire change London?	What is the twist in the tale?	Who will save our wonderful world?	The Owl and the Pussy-cat went...	Where can your imagination take you?	
<p>Aim - Children will learn to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>To communicate geographical information in a variety of ways, including through maps.</p> <p>To recognise landmarks and physical features of the local community and compare changes from 1689 - link to history - great fire of St Ives/London.</p>	<p>Aim - To compare the physical and human features of different places.</p> <p>Contrast St Ives in Cambridgeshire and St Ives in Cornwall.</p>	<p>Aim - To name and locate the world's seven continents and five oceans.</p> <p>Links with English and The Journey Home - animals travelling across each ocean.</p>	<p>Aim - Use basic geographical vocabulary.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use pond area and School grounds to link with science - life cycle of frogs.</p>	<p>Aim - 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.</p> <p>Study of Chembakolli in India and contrasting with our St Ives in Cambridgeshire.</p>	
	<p>Key vocabulary:</p> <p>Atlas, location, contrast, continent, aerial, feature, human, physical.</p>				
	<p>Key events: Mosque visit in our community. Fire of St Ives walk.</p>				
			<p>Outdoor learning opportunities.</p> <p>Draw large scale maps on the playground to phot and use back inside.</p> <p>Pond area for exploring life cycles and habitats.</p> <p>Spinney for exploring habitats.</p>		

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Year One					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
On Our Way	What makes a hero?	What would it be like we were all the same?	Is it okay to change?	Our wonderful world.	Be Courageous, be curious
<p>Aim- To communicate geographical information using maps. To identify seasonal and daily weather patterns in the United Kingdom.</p> <p style="color: green;">Locate St Ives on a map of The United Kingdom.</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>Key events: Church visit. Maths walk in local area. Berman park trip?</p> </div>	<p>Aim - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Pupils should develop knowledge about their locality.</p> <p style="color: green;">Church visit in local area.</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>Outdoor learning opportunities. Using pond area to explore life cycles and habitats. Spinney for habitats. Measuring temperature outside over a period of time. Exploring weather outside over a period of time. Drawing large scale maps outside to photo.</p> </div>	<p>Aim - To identify seasonal and daily weather patterns in the United Kingdom.</p> <p style="color: green;">Measuring temperature outside.</p>	<p>Aim - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Pupils should develop knowledge about their locality.</p> <p style="color: green;">Study changes in St Ives within the children's living memory. Proposed walk to Berman park to see changes that have occurred since it stopped being the golf course.</p>	<p>Aim - Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p style="color: green;">Use the pond area to link with Science and animal habitats - exploring life cycles and pond habitat.</p>	<p>Aim - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p style="color: green;">Explore maps to locate the four countries of the UK. Name the countries and their capitals and the surrounding seas.</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>Key vocabulary: Map, location, environment, feature, weather, season</p> </div>

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Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Aim - begin to understand the need to respect and care for the natural environment.</p> <p><i>Waitrose or Morrison's visit with vegetables link to the world.</i></p> <p><i>Visit spinney/pond area looking for woodland creatures.</i></p>	<p>Visits to the spinney with torches to create shadows.</p> <p>Learning about Diwali and Indian traditions.</p>	<p>Aim - Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><i>Visit in from Chinese restaurant.</i></p> <p><i>Chinese restaurant role-play.</i></p> <p>Aim - Recognise some similarities and differences between life in this country and life in other countries.</p> <p><i>Explore Antarctic region including equipment from Mr Oliver.</i></p>		<p>Aim - explore the natural world around them.</p> <p><i>Animal habitats in school grounds.</i></p> <p><i>Norris museum come in to school.</i></p>	
<p>Outdoor learning opportunities. Using pond area and spinney for exploring outside.</p>			<p>Key vocabulary: Map, location, global, environment, habitat, woods, forest, home, community</p>		

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Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	Past and Present The Natural World	People, cultures and communities	The Natural World	People, cultures and communities	The Natural World
<p>Shows an interest in the lives of people who are important to them.</p> <p>Recognises and describes special events or times and places.</p> <p>All About Me - Our special people. Families and who is in my home.</p> <p>Home visits.</p>	<p>Shows an interest in different occupations.</p> <p>Recognises and describes special events or times and places.</p> <p>Diwali and Christmas - origins of Diwali.</p> <p>Exploring the jobs of local people and talking about what our grown ups do. Links with safeguarding and safe people in the community.</p> <p>Exploring the world and our immediate environment using hands on experiences.</p>	<p>Continue to develop positive attitudes about the differences between people and show an interest in in different ways of life indoors and outdoors.</p> <p>Cultural capital learning about the ways of life of children in nursery.</p> <p>Inviting people in to talk about their jobs in the community i.e. Beekeeper and Hedgehog rescue centre.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</p> <p>Exploring the school grounds, pond, garden, spinney.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced in photos.</p> <p>Focus on Australia and Africa and compare climate and look at the animals.</p> <p>Art work.</p> <p>How would we get there?</p> <p>Locate places on a map.</p> <p>Life in different places.</p> <p>Handa's Surprise, We're Going on a Lion Hunt and Australian texts.</p>	<p>Begin to understand the need to care for and respect the environment and all living things.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Hens and chickens and caterpillars.</p>

<p>Key Vocabulary:</p> <p>Map, world, home, forest, habitat</p>
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