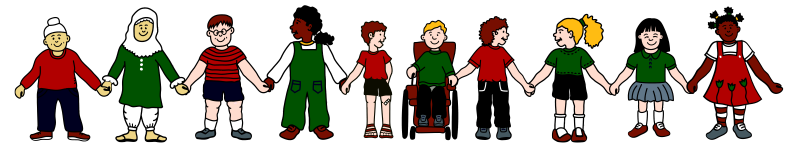


THE  
GILES NURSERY  
AND  
INFANTS' SCHOOL



# 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? Animal hunt with magnifying glasses.	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.
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. Knowing the purpose of houses – why are they built? What else do we build? Link to human geography.
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.	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>Working within an enclosed space to make a pattern or picture.</p> <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> <p>To be able to describe the features of the environments.</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>Knowing the sequence of the nativity story.</p> <p>Knowing the names of the gifts and what they symbolise.</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>Discussing how do many Christians celebrate Christmas.</p>	<p>Knowing why it is important for Christians to perform the nativity in schools and in churches.</p>
Retell the nativity story (story map).	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Using repetitive phrases.</p>	<p>Knowing the story, characters and order of events.</p>
Christmas	<p>Symbols and actions.</p> <p>Beliefs and practices.</p> <p>Discussion about giving gifts to others.</p> <p>Discussing what is the best gift to give.</p> <p>Discussion about a gift that costs no money.</p>	<p>Knowing why people like to give gifts.</p> <p>Knowing what giving a gift represents.</p>

# 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>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 People Indigenous to America)**

**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