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|  | **EYFS** | | | **Year One** | | | **Year Two** | | |
| **Topics**  **Nursery** | All about me (Celebrations)  People who help us  Traditional tales  Growing  Mini-beasts | | | Islands  Penguin Small  Toys  Cars  Once upon a time | | | Time Travellers  Eggs Eggs Eggs  Diversity week  Explorers (Ernest Shackleton Christopher Columbus  Amelia Earhart) | | |
| **Reception** | Ourselves  Night and Day  Homes and Buildings  Traditional Tales  Growing  Habitats | | |
| **Vocabulary** | Police Officer  Doctor  Dentist  Nurse  Teacher  Bulb  Grow  town  village  road  path  house  school/nursery  car park  café  airport  season  winter  spring  summer  autumn | synagogue  busy  quiet  pollution  semi-detached  terrace  train station  weather  hot/cold/rain/ snow/sun/cloudy  map  habitat  community  environment  home/rooms  community | flats  detached  office  shops  bungalow | city  town  office  factory  countryside  shop  house  Wales  Scotland  Northern Ireland  England  sea | port  harbour  farm  forest  North Pole  South Pole  Aerial  flats  detached  office  shops  bungalow  landmarks  environment | beach  cliff  coast  village  hill  mountain  sea  river  valley  season  weather  winter  spring  summer  autumn | river  forest  ocean  Artic ocean  Southern ocean  Indian ocean  Atlantic Ocean  Pacific Ocean  Continent  Asia  Antarctica  Europe  North America  South America Oceania/Australia  Equator  beach | Town  Countryside  Forest  Mountain  Village  Africa  season  weather  coast  port  harbour  coast  hill | cliff  compass  north/south/east/west  near  far  left/right  continents  soil  valley  vegetation  expedition  perspective |
| **Key knowledge and Skills** | **Nursery Three and Four year olds.**  **Natural world**  Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Use all their senses in hands on exploration of natural materials.  Talk about what they see, using a wide vocabulary.  Talk about some of the things they have observed such as plants, animals, natural and found objects.  Begin to understand the need to respect and care for the natural and found objects.  Begin to understand the effect their behavior can have on the environment.  **People, Culture and Communities**  Show interest in the lives of people who are familiar to them.  Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends and family.  Talk about family customs and routines or family or friends.  Show interest in different occupations and ways of life indoors and outdoors.  **Reception**  **People, Culture and**  Talk about members of their immediate family and community  Talk about family customs and routines.  Understand that some places are special to members of the community.  Recognise that people have different beliefs and celebrate special times in different ways.  **The natural World**  Draw information from a simple map.  Talk about the features of their own immediate environment and how environments might vary from one another.  Recognise some environments that are different to the one in which they live.  Explore the natural world around them.  Look closely at similarities, differences, patterns and change in nature.  Understand the effect of changing seasons on the natural world around them. | | | **Locational Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Understand how some places are linked to other places.  **Place Knowledge**  Name, describe and compare familiar places Link their homes with other places in their local community. Know the differences between, country, city and town.  Identify human and physical features of Dagenham and other places using geographical language.  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.  **Human and Physical**  Identify seasonal and daily weather patterns in the United Kingdom.  Understand the four seasons and identify daily weather patterns.  To understand what weather is and how it changes.  Use weather symbols on a map.  Understand the differences in weather in relation to the North and South Poles  **Geographical skills and Fieldwork**  Ask simple geographical questions Use simple observational skills to study the geography of the school and where we live.  Use simple maps of the local area Use locational and directional language  Make simple maps and plans  Use world maps, atlases/globe and Google Earth to identify the United Kingdom and its countries. | | | **Locational knowledge**  Name and locate the world's seven continents and five oceans  **Place Knowledge**  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.  **Human and Physical**  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.  Use basic geographical vocabulary to refer to key physical features.  Use basic geographical vocabulary to refer to physical and human features.  **Geographical skills and Fieldwork**  Use aerial photographs to recognize landmarks and basic and human features.  Plan perspectives to recognise landmarks.  Devise a simple map; and use basic symbols in a key.  Use simple compass directions (North, South, East and West) and locational and directional language (for example, near, far, left and right), to describe the location of features and routes on a map.  Use world maps, atlases, globes and Google Earth to identify the countries, continents and oceans. | | |
| **Activities** | * Visits from people who help us. * Trip to Chalkwell. * Visit shops, park and around the school. * Talk about my home and who lives there. Representing their homes through drawing. * Name and compare different homes and building materials. * Comparing human homes to animal homes. * Maps and small world equipment for children to create their own environments. * Resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes or from stories e.g Rosie’s Walk, the three little pigs etc. * Celebrations e.g Diwali, Eid, Chirstmas, Easter, Chinese New Year etc. * Provide role-play areas, with a variety of resources - re-enacting diversity, estate agent, travel agent, tourist information, café etc * Invite children and families with experiences of living  in other countries to bring in photographs and objects from their home, cultures including those from family members living in different areas of the UK and abroad. * Speaking about children’s experiences of holidays or visits to friends or relatives. * Identify, name and talk about mini beasts in the local area. * Growing plants both inside and outside of the classroom. * Use the garden in all weather types as children can use their senses to feel the wind and rain on their faces. * Look at aerial view of school – identify and name different places in school. * Using stories explain some similarities and differences between life in this country and life in other countries.   Stories: Titch -Jasper’s beanstalk -The Gigantic Turnip, The Very Hungry Caterpillar -The very busy spider -Aaaarrgghh Spider! etc   * Handas Surprise - Gruffalo - The Three Little pigs - Goldilocks and the Three Bears, etc. * Computing * Seasonal walks | | | * Seasonal walks. * Rainham Marshes * Journey to the toy museum * Fieldwork around Dagenham and Village Infants School. * Record information from Dagenham walk, using geographical language to refer to physical and human features. * Find where they live and their school on a map. * Exciting things to visit in London – Thames/Buckingham Palace/Olympic site etc. * Write their address. * Name/label the four countries and surrounding seas using maps, atlas, Google Earth . * Investigate and explain Ford factory using secondary resources e.g books, Google * Identify human and physical features of Dagenham and other places e.g town/village and compare and contrast. * Make a weather map, using weather symbols and record weather. * Stories - Penguin Small * Computing. | | | * Use world maps, atlases and globes to identify and label the continents/ surrounding oceans and equator. * Stories - Snail and Whale/The world came to my place. * Practical work using compasses – follow a set of instructions to reach a point/ The Great Fire of London/Expeditions. * Computing - Google Earth - Kid Rex * Investigate and explore physical/human features of places explored by Columbus/Shackleton /Earhart and compare and contrast. * Field trip to Asda to find out/plot on a map where a variety of fruit and vegetables come from. * To identify suitable weather conditions e.g climate/weather etc, to enable fruit and vegetables to grow. * Diversity week. * Use aerial photographs and plan perspectives to recognize landmarks and basic human/physical features of the places explored by Ernest Shackleton and Christopher Columbus. * Devise maps with a simple key. * Mapwork - follow a route using compass points. * Describe a route from a starting point, (The Great Fire of London). * Animals/habitats around the world | | |