

Cavendish Close Infant and Nursery School

Our STAR Curriculum for Geography

Early Years Foundation Stage: Specific Area of Learning:
Understanding the World; People and Communities

Our Curriculum for Geography

EYFS Nursery – Understanding the World; People and Communities

Department for Education Statutory Guidance
Development Matters (Non Statutory) Nursery Year

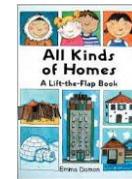
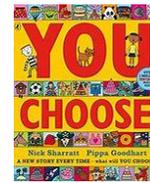
Our School Understanding the World: People and Communities Curriculum

What?

When?

→ I know that there are different countries in the world and will talk about the differences they have experienced or seen in photos.

Encourage children to talk about each other’s families and ask questions.



Who’s Behind the Door? Time during Time For Us
Children talk about their homes and know their address – number and street name

Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

Learn about woods with Owl Babies-Link to **Chaddesden Park and Oakwood woods.**

Talk about geographical features through stories;
The Smartest Giant in Town, The Gruffalo, Where’s My Teddy, The Three Billy Goats Gruff, Were Going on a Bear Hunt

cave, bridge, pond, river, street, shop, lake, path, woods

Practitioners can create books and displays about children’s families around the world, or holidays they have been on.

Autumn 1 – This is Me!
Spring 1 – ‘What’s Inside?’

Ongoing daily opportunity
Spring 1 - Spring 1 – ‘What’s Inside?’

Autumn 2 –‘Day and Night’

Ongoing daily opportunity

The Gingerbread Man runs around **Chaddesden**. Children talk about and identify where he is from the photographs he sends on a PowerPoint.

Mark The Gingerbread Man's route on a map of Chaddesden

The Gingerbread Man goes on holiday to; Wales, Scotland, Ireland, Spain, China and writes a postcard, bringing back items from the country. Wales-flag, daffodil, photo of Snowdon and Conwy Castle, tasting welsh cakes.

Scotland-flag, photo of Edinburgh castle, Ben Nevis and Lochs

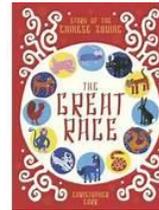
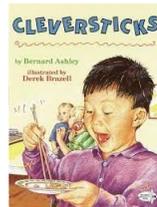
Ireland-flag, photo of Giant's Causeway

Any other countries linked to current families

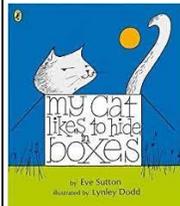
China-Chinese New Year-Look at Chinese cooking utensils and pots. Talk about their experience of eating Chinese food

Find China on a map.

Watch videos and look at photographs of Chinese Dragon parade.



Spain-Video from Spain of Mrs Howett's brother and niece and nephew. Photos of their flat and house.



Summer 2 – 'Catch Me If You Can!'

St David's Day-1st March
St Patrick's Day-17th March
St Georges Day-23rd April
St Andrews Day-30th November

Spring 1 – Chinese New Year

Summer 2 – 'Catch Me If You Can!'

EYFS Reception – Understanding the World; People and Communities

Department for Education Statutory Guidance Development Matters (Non Statutory) Reception Year Early Learning Goals (Statutory) End of Reception	Our School Understanding the World: People and Communities Curriculum	
	What?	When?
<p>→ I will recognise some environments that are different from the one in which they live.</p> <p>→ I will recognise some similarities and differences between life in this country and life in other countries.</p> <p>→ I will describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>→ I will 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</p>	<p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Teach children about a range of contrasting environments within both their local and national region.</p> <p>Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>	<p>St David’s Day-1st March St Patrick’s Day-17th March St Georges Day-23rd April St Andrews Day-30th November</p>

Year 1 Geography

Department for Education Statutory Guidance	Our School Geography Curriculum
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		What?	When?
Locational Knowledge	<ul style="list-style-type: none"> I will name and locate the world's 7 continents and 5 oceans <p>→ I will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Common animals and habitats – link to location of animals and where they live.</p> <p>The animals in 'The Ugly Five' live on an African Plain.</p> <p>Researching animals that live in Arctic regions *See Geographical Skills and Fieldwork*</p> <p>Researching Antarctic and Arctic (Listen to the continents song).</p> <p>Link to the books; Lifesize, Lost and Found and The Ugly Five</p> <p>Find the continents on a world map</p> <p>Find the four countries of United Kingdom on a map, identify the flags Identify the main characteristics of the four countries</p> <p>England: Natural flat landscape, dales, moors, rolling hills Ireland: Coastal mountains Scotland: Highlands/Midlands/Uplands Wales: Coastal plains, mountains and valleys</p> <p>Research castles in the four countries of United Kingdom Bolsover Castle – England Blarney Castle – Ireland Edinburgh Castle – Scotland Conwy Castle - Wales</p>	<p>Autumn 1 – What Makes My World Wonderful?</p> <p>Autumn 2 – Would you rather live in the Arctic or Antartic?</p> <p>Re-cap of continents in Summer 2 - Pirates</p> <p>Spring 1 – What's inside the castle walls?</p> <p>Re-cap learning about the four countries during Saints days.</p> <p>St David's Day-1st March St Patrick's Day-17th March St Georges Day-23rd April St Andrews Day-30th November</p>
Place Knowledge	<p>→ I will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>Find out about London? (exploring the royal family and their homes in London-Windsor castle/Buckingham Palace.</p>	<p>What's inside the castle walls- Autumn 1.</p>

	<p>→ I will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country to the United Kingdom</p>	<p>Find out about the Arctic country of Greenland. Compare and contrast to the UK.</p>	
<p>Human and Physical Geography</p>	<p>→ I will 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.</p> <p>→ I will use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ○ 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>Create weather diary each term to identify weather patterns in Chaddeseden e.g season and weather-Spring, Summer, Autumn, Winter, sunny, bright, windy, cloudy, rain, foggy, icy, dry. Record in writing books</p> <p>Daily review of the weather on calendars</p> <p>Create a weather diary in each term to identify the weather patterns in a hot and cold country. Africa-Linked to 'The Ugly Five' Antarctica- Linked to 'Lost and Found' Spain-Linked to 'The Pirates Next Door' Scorching, blistering heat, sunshine, freezing cold Record in writing books</p> <p>'Hello Lighthouse' – discuss features of the seaside and what you would need to be a Sun Safe Superstar. Seashell printing Derby is landlocked</p> <p>'The Pirates Next Door' – write about the adventures of the characters in the town of Dull on Sea, referring to city, town, village, house, port, harbour and shop.</p>	<p>Ongoing throughout the year</p> <p>Ongoing</p> <p>Autumn 1 Autumn 2 Summer 2</p> <p>Summer 2 – Would you like to live next door to a pirate? Spring 2 - Sun safety launch week</p> <p>Summer 2</p>

<p>Geographical skills and fieldwork</p>	<p>→ I will use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>→ I will use world maps, atlases and globes to identify the continents at this key stage.</p> <p>→ I will use world maps, atlases and globes to identify the oceans at this key stage.</p> <p>→ I will use simple compass directions North, South, East and West</p> <p>→ I will use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea, ocean, river, soil</p> <p>→ I will use basic geographical vocabulary to refer to human features; city, town, house, port, harbour, village and shop</p> <p>→ I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Linked to Investigation Stations Year 1 classes will have globes, maps of derby and Chaddesden and United Kingdom See Locational Knowledge regarding the four countries in the United Kingdom.</p> <p>Learn the continents song (Silly School Songs) and name the continents of the world- North America, South America, Europe, Africa, Asia, Antarctica, Label a world map using the continents names. Name the continent we live on and the progression from Chaddesden-Derby-UK-Europe</p> <p>Learn the Oceans song (Silly School Songs) and the names of the Oceans in the World – Indian Ocean, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Southern Ocean, Label a world map with the oceans</p> <p>Use Beebots in enabling environment using compass direction vocabulary. Use compass to walk around our school grounds to find treasure</p> <p>Discuss where we live in relation to school e.g I live in a house in Chaddesden. Look on a local map to see where our houses are. Create a map of our school and our journey to school using language of North, South, East and West, left, right, forwards</p> <p>Look at aerial photograph and floor plans of our school, discussing what symbols are used to represent different objects e.g. door Look at aerial photograph of our school, Chaddesden to recognise Chaddesden Park and St Mary’s Church.</p>	<p>Ongoing</p> <p>Autumn 2 – Would you rather live in the Arctic or Antarctic?</p> <p>Ongoing</p> <p>Summer 2-Pirates next door.</p> <p>Autumn 1 - What Makes My World Wonderful?</p> <p>Autumn 2 - What Makes My World Wonderful?</p> <p>Autumn 1 - What Makes My World Wonderful?</p>
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	<p>→ I will devise a simple map; and use and construct basic symbols in a key.</p> <p>→ I will use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Discuss where we live in relation to school e.g I live in a house in Chaddesden. Look on a local map to see where our houses are. Look on a local map to see where our houses are. Use simple symbols such as road, park, house, shop.</p> <p>Take part in a plant hunt around school to identify various plants and trees in our school grounds. Mark the different areas on a school map</p> <p>Blossom Field Willow Garden Hawthorn Hill Oak Garden Sports Zone</p>	<p>Spring 2 – How Does Your Garden Grow?</p>
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Year 2 Geography			
Department for Education Statutory Guidance		Our School Geography Curriculum	
		What?	When?
<p>Locational Knowledge</p>	<p>→ I will name and locate the world’s seven continents and five oceans</p> <p>→ I will name, locate and identify characteristics of the four countries- England, Ireland, Scotland, Wales.</p>	<p>Use Google Earth, atlases, globe, songs and maps to map the journey of the bird. Label continents and oceans on a map. Letter from a magpie – will help identifying continents and oceans.</p> <p>Name and locate the world’s continents and oceans. Link to Florence Nightingale, Mary Seacole. Where did these famous nurses live?</p> <p>Celebrate important national days as a platform to learn more about the countries e.g St. Georges Day, St. Davids Day, Burns night, St. Patricks Day. This includes locating the country on map and replicating flags etc.</p> <p>Wales St David’s Day 10,000 Top St Davids Day Teaching Resources (twinkl.co.uk) 2,862 Top Wales Teaching Resources (twinkl.co.uk)</p>	<p>Spring 1 – ‘Where did the birds go?’</p> <p>Autumn 1 ‘Heroes and emergencies’ Autumn 2 ‘Heroes and emergencies’ St David’s Day-1st March St Patrick’s Day-17th March St Georges Day-23rd April St Andrews Day-30th November</p>

		<p>Ireland St Patrick's day St Patrick's Day KS1 PowerPoint - Primary Resources (twinkl.co.uk) 4,979 Top Ireland Teaching Resources (twinkl.co.uk)</p> <p>England St George's Day 10,000 Top St George's Day Teaching Resources (twinkl.co.uk) 3,220 Top England Teaching Resources (twinkl.co.uk)</p> <p>Scotland St Andrew's Day 10,000 Top St Andrew's Day Teaching Resources (twinkl.co.uk) 4,063 Top Scotland Teaching Resources (twinkl.co.uk)</p> <p>Looking at Country national flowers, learning about different countries of the UK. Identify them on a map and discuss facts and features.</p>	
<p>Place Knowledge</p>	<p>→ I will understand geographical similarities and difference through studying the human and physical geography of a small area in the United Kingdom.</p>	<p>Focusing on London make comparisons between modern London and London in 1666 Where is London? Linked to Florence Nightingale, Mary Seacole. Where did they travel to/from?</p> <p>Identify landmarks and features in Derby; Derby Cathedral River Derwent Bridges – St Mary's Bridge and Friar Gate Bridge Market Place Council House Derby train station Compare to London landmarks and features; St Paul's Cathedral River Thames London Bridge, Tower Bridge Trafalgar Square London Underground Houses of Parliament Link to Great Fire of London;</p>	<p>Autumn 1 'Heroes and emergencies' Autumn 2 'Heroes and emergencies'</p> <p>Summer 1 – we care about our environment</p> <p>Autumn 1 'Heroes and emergencies'</p>

→ I will understand geographical similarities and differences through studying human and physical geography of a small area in a contrasting non-European country to the United Kingdom.



Chinese New year-
PowerPoint [‘Chinese New Year’](#)
Comparing New Year celebrations in UK with New Year celebrations in China
Compare local area to a non-European country – Derby/India
Twinkl Power Point [‘All About Tiger’](#) linked to current learning; India

Look at animals locally, nationally and then internationally (INDIA).

They will identify the continent that the amazon rainforest is in and compare a small area of the UK (Sherwood forest/Nottingham) to the Amazon Rainforest (small area around it).

The largest rainforests are in the Amazon River Basin (South America), the Congo River Basin (western Africa), and throughout much of southeast Asia. Smaller rainforests are located in Central America, Madagascar, Australia and nearby islands, **India**, and other locations in the tropics.

Locate different places around the world were dinosaurs lived and where fossils have been found.

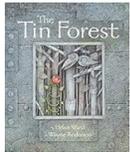
Autumn 2 ‘Heroes and emergencies’

Spring 1 – ‘Where did the birds go?’

Spring 1 - ‘How does it grow?’

Spring 1 – ‘Where did the birds go?’

Summer 2 ‘What’s inside the egg?’

<p>Human and Physical</p>	<p>→ I will identify seasonal and daily weather patterns in the United Kingdom.</p> <p>→ I will identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>→ I will use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea, ocean, river, soil, forest</p> <p>→ I will use basic geographical vocabulary to refer to human features; city, town, house, port, harbour, village and shop</p>	<p>Look at life cycle of plants and trees – exploring the link to seasons and weather. Make art depicting annual changes to trees.</p> <p>Compare human and physical features of Chaddesden.</p> <p>Compare forests to the rainforest They will identify the rainforests in the world.</p>  <p>Learn and talk about Mary Anning and the Jurassic Coast as well as basic fossil processes and locations, using relevant language.</p> <p>Identify and name key physical features of the coast beach, cliff, coast, sea, ocean, port, harbour,</p> <p>city, town, house, village and shop</p>   <p>Mapping journey of a bird. Use adjectives, expanded noun phrases to describe the journey on a postcard.</p>	<p>Ongoing</p> <p>Spring 1 - 'How does it grow?'</p> <p>Summer 2 'What's inside the egg?'</p> <p>Autumn 1 'Heroes and emergencies'</p> <p>Autumn 2 'Heroes and emergencies'</p>
<p>Geographical skills and fieldwork</p>	<p>→ I will use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>→ I will use world maps, atlases and globes to identify the continents studied at this key stage.</p>	<p>Identify the 4 main countries of the United Kingdom. Identify and locate the 4 capital cities. Find London and Derby on the map</p> <p>Name and locate the world's continents and oceans. Link to Florence Nightingale, Mary Seacole. Where did these famous nurses live?</p> <p>Locate India on a map, globe, atlas. Chinese New Year-Knowing where China is on a globe and atlas</p>	<p>Autumn 1 'Heroes and emergencies'</p> <p>Autumn 2 'Heroes and emergencies'</p> <p>Spring 1 – 'Where did the birds go?'</p>

	<p>→ I will use the world maps, atlases and globes to identify the oceans studied at this stage.</p> <p>→ I will use simple compass directions North, South, East and West</p> <p>→ I will use locational and directional language for example, near and far, left and right, to describe the location of features and routes on a map.</p> <p>→ I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>→ I will devise a simple map; and use and construct basic symbols in a key.</p> <p>→ I will use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Chinese New Year-Knowing where China is on a globe and atlas.</p> <p>Compare animals native to England to animals native to India. Research and retrieve facts.</p> <p>Look at world map. Locate oceans, continents, and climate. Top Trumps style fact file.</p> <p>Find and locate different places around the world using – maps, atlases, google maps. Use Google Earth, atlases, globe, songs and maps to map the journey of the bird. Label continents and oceans on a map.</p> <p>Where do we live? School environment walk and google maps</p> <p>Create a map of Chaddesden with photos for small world</p> <p>Plan a trip to Birds Bakery in Oakwood Precinct.</p> <p>Use Aerial Photos to plan perspectives. Devise simple maps, using symbols. create simple plans and maps</p> <p>Plan the journey using local maps.</p> <p>Write directions to follow using simple compass directions.</p> <p>Conduct a tree survey in school grounds. Go on a tree hunt, making a map with key to record the findings</p> <p>Compare Sherwood Forest to the rainforest</p> 	<p>Spring 1 – ‘Where did the birds go?’</p> <p>Autumn 1 ‘Heroes and emergencies’</p> <p>Autumn 2 ‘Heroes and emergencies’</p> <p>Spring 1 - ‘How does it grow?’</p>
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