

Early Years		
Early Learning Goal	Vocabulary	Frameworks
<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; 	<p>Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present</p> <p>Town, village, road, paths, house, flat, church, shops, pollution,</p> <p>River, park,</p>	<p>Birth to 5 matters</p> <p>Understanding the world: People and communities (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life indoors and outdoors (Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Understanding the world: The world (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Talks about the features of their own immediate environment and how environments might vary from one another <p>Development Matters Children in reception will be learning to:</p>

		<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	
Key Stage One			
	Autumn	Spring	Summer
Year B	Local studies	Chinese New Year	
Topic	Made In Yorkshire	All about Fishergate	
Relevant area of Programme of study	<ul style="list-style-type: none"> • Pupils should develop knowledge about the world, the United Kingdom and their locality. • name and locate the world's seven continents and five oceans • 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 • use world maps, atlases and globes to identify countries, continents and oceans • identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world in relation to the Equator 	<ul style="list-style-type: none"> • Pupils should develop knowledge about the world, the United Kingdom and their locality. • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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. 	
Vocabulary	York, UK, maps, atlas, landscape, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, equator, hot weather	York, UK, maps, atlas, landscape, city, town, river, house, office, shop, physical features	

Key Knowledge	<p>To know the continents and oceans</p> <p>To know some similarities and differences between the UK and Mexico, Brazil, Madagascar, Indonesia</p> <p>To know the names of UK and other countries covered</p> <p>To know that the weather in the UK is seasonal and can be changeable</p> <p>To know that the weather in countries where chocolate is grown is hot because it is near the equator</p>	<p>To know what their local area looks like</p> <p>To use maps and Google maps to find landmarks and physical features of the local area including the school</p> <p>To use aerial photographs of the school to understand the layout and features</p> <p>Look at the surrounding areas of the school and include their journey to school</p>	
Year A	Our Bodies		
Topic		Arctic	Seaside (and artist)
Relevant area of Programme of study		<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • 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 • 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 	<ul style="list-style-type: none"> • Pupils should develop knowledge about the world, the United Kingdom and their locality. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. • name, locate and identify characteristics of the four countries of the UK and its surrounding seas <ul style="list-style-type: none"> • . As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes • 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 • 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
Vocabulary		UK, North Pole, South Pole, Equator, Seasons, Weather, cold, freezing, seas, oceans, continents, vegetation, maps, atlas	beach, cliff, coast, sea, ocean, weather, tow, port, harbour, shops,
Key Knowledge		To know the continents and oceans around the Arctic To identify the seasons and how they differ in the Arctic to the UK To know that the cold weather is as a result of being at the Poles, the furthest point from the Equator To be able to find the Arctic on a map and label the continent and oceans around it	To use maps and Google maps to find landmarks and physical features of the local area To know the 4 countries of the UK and their capitals To know the physical geography of Scarborough and compare it to the physical geography of Bondi Beach in Sydney -to know how they are similar or different. To know the human geography of Scarborough eg. who lives there, who visits and why
Additional geography	<u>Global fortnight</u> Country study - different every year Human and physical geography Map work	<u>Chinese New Year (Every spring)</u> Human and physical features of China Map work - where is China, continents and oceans	<u>Forest school</u> Local area, school grounds and surrounding area Vegetation Position and direction