

Killamarsh Infant and Nursery School – Geography - linked to topic cycles

Nursery & Reception (Humanities – Understanding the world)

Cycle A	All about me	Let's celebrate	Arctic (Nursery) Fire and Ice (Reception)	Minibeasts (Nursery) Ugly Bug Ball (Reception)	People who help us (Nursery) When I grow up (Reception)	Under the sea
<p>Nursery · I will explore the similarities and differences between my family and the families of my peers, developing an understanding that all families are different.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to engage in conversations, learning new vocabulary. · I will learn and use new vocabulary. · I will engage with and talk about non-fiction books. · I will talk about members of my immediate family and community. · I will ask questions to find out more and check I understand. · I will describe events in some detail. · I will share and record occasions where things have happened in my life that made me feel special. · I will talk about the lives of other people using simple ideas about the experiences of belonging and community. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will use my observation skills to spot things and explain what I can see. · I will be able to engage in conversations, learning new vocabulary. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will know the Arctic is at the North Pole and be able to point to this area on a globe. · I will describe some conditions of the Arctic habitat e.g. cold, snowy, icy. · I will name some creatures native to the Arctic, specifically polar bear, narwhal, walrus, and snowy owl. · I will know some facts about the Arctic creatures I have learnt about i.e. a walrus has tusks for fighting and getting onto the ice; has blubber to keep warm; has whiskers to find shellfish to eat etc. · I will know the key features of the life cycle of a snowy owl i.e. egg, owlet, adult snowy owl. · I will develop an understanding of what global warming is. I will learn how this affects, for example, the polar bears. · I will explore ice, learning about the freezing/melting processes, and investigating if anything can make ice melt faster, using my prediction and observation skills. <p>EYFS</p> <ul style="list-style-type: none"> · I will engage with and talk about non-fiction books. · I will describe events in some detail. · I will write simple factual sentences. · I will use and understand recently acquired vocabulary. 	<p>Nursery EYFS</p> <ul style="list-style-type: none"> · I will be able to engage in conversations, learning new vocabulary. · I will describe events in some detail. · I will engage with and talk about non-fiction books. · I will write simple factual sentences. · I will use and understand recently acquired vocabulary. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will know the names of the 'People Who Help Us' in our community e.g. firefighters, vets, doctors, and police. · I will develop awe and wonder about the world around me by taking part in science week activities and experiments; also learning how to be kind to the world e.g. plastic pollution. · I will form connections with 'People Who Help Us' in my community e.g. local police and vet visits to nursery. · I will use my knowledge and experiences to role-play 'People Who Help Us' i.e. police, firefighters, vets, and doctors. · I will sing songs relating to community people, performing actions I have learnt and making up my own. <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to use observational skills for a purpose. · I will engage with and talk about non-fiction books. · I will talk about members of my immediate family and community. · I will ask questions to find out more and check I understand. · I will describe events in some detail. · I will write simple factual sentences. · I will pose a question to a visitor. · I will use and understand recently acquired vocabulary. · I will talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. 	<p>Nursery EYFS</p> <ul style="list-style-type: none"> · I will engage with and talk about non-fiction books. · I will ask questions to find out more and check I understand. · I will write simple factual sentences. · I will use and understand recently acquired vocabulary. · I will represent maps with models. · I will create my own maps from familiar places and story situations. 	<p>Nursery EYFS</p> <ul style="list-style-type: none"> · I will form connections with those in my community e.g. mountain rescue team. · I will use my knowledge and experiences to role-play 'adventurers' i.e. pirates and explorers. · I will identify some types of people related to theme of 'Adventures' e.g. pirates and explorers. · I will identify places that can be described as 'adventurous' e.g. mountains and forests. · I will know some of the equipment adventurers use e.g. backpacks, compasses, binoculars etc.
Cycle B	All about me	Let's celebrate	Space	On the farm	Walking through the jungle (Reception) Rainforest (Nursery)	Adventures (Nursery) Magic carpet adventure (Reception)
<p>Nursery · I will explore the similarities and differences between my family and the families of my peers, developing an understanding that all families are different.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to engage in conversations, learning new vocabulary. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will use my observation skills to spot things and explain what I can see. 	<p>Nursery · I will learn about Chinese New Year celebrations through videos and books.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will talk about somewhere that is special to me and say why. · I will be able to use a wider range of vocabulary. · I will understand 'Why?' questions. · I will engage with and talk about non-fiction books. · I will describe events in some detail. · I will write simple factual sentences. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will understand the similarities and differences of animals in this country and in other countries. · I will be able to look for patterns between the animal and its environment. 	<p>Nursery · I will learn about Bonfire Night and its traditions through books, videos, and discussion. I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.</p> <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to identify where animals may live in the world. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will describe features of the Amazon habitat e.g. the rainforest layers. · I will learn about what deforestation is and how this affects the creatures of the rainforest. <p>EYFS</p> <ul style="list-style-type: none"> · I will be able to identify where animals may live in the world. 	<p>Nursery</p> <ul style="list-style-type: none"> · I will form connections with those in my community e.g. mountain rescue team. · I will use my knowledge and experiences to role-play 'adventurers' i.e. pirates and explorers. · I will identify some types of people related to theme of 'Adventures' e.g. pirates and explorers. · I will identify places that can be described as 'adventurous' e.g. mountains and forests. · I will know some of the equipment adventurers use e.g. backpacks, compasses, binoculars etc.

	<ul style="list-style-type: none"> I will learn and use new vocabulary. I will engage with and talk about non-fiction books. I will talk about members of my immediate family and community. I will ask questions to find out more and check I understand. I will describe events in some detail. I will share and record occasions where things have happened in my life that made me feel special. <p>I will talk about the lives of other people using simple ideas about the experiences of belonging and community</p>	<ul style="list-style-type: none"> I will be able to engage in conversations, learning new vocabulary 		<ul style="list-style-type: none"> I will be able to recognise some environments that are different to the one in which they live. I will start to understand the effect of changing seasons on the natural world. I will understand 'Why?' questions. I will be able to engage in conversations, learning new vocabulary I will engage with and talk about non-fiction books. I will describe events in some detail. I will write simple factual sentences. I will use and understand recently acquired vocabulary. 	<ul style="list-style-type: none"> I will be able to look for patterns between the animal and its environment. I will be able to recognise some environments that are different to the one in which they live. I will start to understand the effect of changing seasons on the natural world. I will be able to identify land and water on a map or globe. I will be able to make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). I will know that usually water is represented in blue on a map or globe. I will know the name of their school and the place where they live. I will know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). I will be able to discuss how environments in stories and images are different to the environment they live in. I will know that places within this country can differ from each other. I will know that there are differences between places in this country and places in other countries. I will talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. I will think about the wonders of the natural world, expressing ideas and feelings. I will explore the natural world, making space for responses of joy, wonder and curiosity. I will talk about what people do to mess up the world and what they do to look after it. I will hold conversations using new vocabulary about caring for the world. I will talk about the lives of other people using simple ideas about care for nature and animals. I will learn and use new vocabulary. I will engage with and talk about non-fiction books. I will describe events in some detail. I will write simple factual sentences. I will pose a question to a visitor. 	<ul style="list-style-type: none"> I will know the purpose of these example pieces of equipment e.g. binoculars to see things that are far away. I will learn to be safe when going on adventures e.g. not jumping into water, not stepping on falling tree etc. <p>EVFS</p> <ul style="list-style-type: none"> I will be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate. I will engage with and talk about non-fiction books. I will ask questions to find out more and check I understand. I will write simple factual sentences. I will use and understand recently acquired vocabulary. I will explore mapping I will represent maps with models I will create my own maps from familiar places and story situations.
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KS1

Cycle A	Our School	Place where I Live	Explorers	Wonderful World	Toys through Time	Buckets and Spades
	<i>History Focus</i>	What is it like here? Key knowledge: To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know that an aerial photograph is a	<i>History Focus</i>	Why is our World Wonderful? Key knowledge: To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK.	<i>History Focus</i>	What is it like to live by the coast? Key knowledge: To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical

		<p>photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know that symbols are often used on maps to represent features.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p>		<p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p> <p>To know some key physical features of the UK.</p> <p>To know some key human features of the UK.</p> <p>To begin to recognise world maps as a flattened globe.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p>		<p>features) change over time.</p> <p>To know some key physical features of the UK.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know some key human features of the UK.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p>
Cycle B	Family Album	Hot and cold climates	Celebrating China	Mighty Monarchs	Great Outdoors	Taking a Fabulous Flight
	<i>History Focus</i>	<p>Would you prefer to live in a hot or cold place?</p> <p>Key knowledge:</p> <p>To know some similarities and</p>	<p>What is it like to live in Shanghai?</p> <p>Key knowledge:</p> <p>To know the name of the two continents (Europe and Asia).</p>	<i>History Focus</i>	<p>What is the weather like in the UK?</p> <p>Key knowledge:</p> <p>To know the name of two continents (Europe and Asia).</p>	<i>History Focus</i>

		<p>differences between their local area and a contrasting non-European country.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>To be able to name the seven continents of the world.</p>	<p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that life elsewhere in the world is often different to ours.</p> <p>To know that life elsewhere in the world often has similarities to ours.</p> <p>To know that physical features mean any feature of an area that is on the Earth naturally.</p> <p>To know that human features mean any feature of an area that was made or built by humans.</p>		<p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p> <p>To know the name of the country they live in.</p> <p>To know the four seasons of the UK.</p> <p>To know that 'weather' refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the</p>	
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