

ELG + Subject Area: EYFS Understanding the World & KS1 Geography

Question-based Learning Project	Intent To know...	'Sticky Knowledge' Interesting Facts EYFS & National Curriculum		Cultural Capital	Vocabulary
Nursery Why do buildings stay up? Why can't I eat chocolate for breakfast? How many pebbles are on the beach?	<ul style="list-style-type: none"> - names of different types of buildings - about buildings in other countries - about fruit from around the world - what a map looks like - the difference between land and sea 	<p><i>* The shard is the tallest building in England. It is 95 storeys high</i></p> <p><i>* Bananas grow in hot countries</i></p> <p><i>* Handa lives in Kenya which is in Africa</i></p> <p><i>* We don't know how many pebbles are on the beach, there are too many to count</i></p>	<p>3-4 years: Understanding the World</p> <ul style="list-style-type: none"> - talk about what they see using a wide vocabulary - shows interests in different occupations - know that there are different countries in the world & talk about the differences they have experienced or seen in photos - talk about what they see using a wide vocabulary - know that there are different countries in the world & talk about the differences they have experienced or seen in photos - talk about what they see using a wide vocabulary 	<ul style="list-style-type: none"> - Look at different buildings on a walk - Look at a building site/machines - tasting session of the fruit from the story 'Handa's surprise' - Make a beach in the nursery garden with a real ice cream stall 	<ul style="list-style-type: none"> - bungalow, flat, terrace, detached - igloo, ice, snow, cold, far away - Africa, hot, far away, straw, stick houses, Avocado, pear, passion fruit, pineapple, mango, guava, tangerine - sea, ocean, land, shore, beach
Reception Who Am I? Who Are You?	<ul style="list-style-type: none"> - key features of the local area - simple features on a school map - that a map of the school 		<p>Reception Understanding the world</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> - walk around the local area 	<ul style="list-style-type: none"> - home, bungalow, flat, terrace, detached, map - community, Autumn

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<p>What Do I Celebrate?</p>	<p>grounds can be drawn</p> <ul style="list-style-type: none"> - some similarities and differences between life in India and life in England 	<p><i>*The capital of India is New Delhi, but the largest city is Mumbai</i></p>	<p>Reception</p> <ul style="list-style-type: none"> - draw information from a simple map <p><u>ELG – People, Culture & Communities</u></p> <ul style="list-style-type: none"> - explain some similarities & differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 	<ul style="list-style-type: none"> - Diwali celebrations 	<ul style="list-style-type: none"> - festival, Winter - same, different, environment - India, England - Diwali - country
<p>Do You Fly, Walk or Swim?</p>	<ul style="list-style-type: none"> - that animals have different habitats and live in different environments - that there are contrasting environments 	<p><i>* Some animals use their skins to hide-camouflage</i></p>	<p><u>ELG – The Natural World</u></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 	<ul style="list-style-type: none"> - Reptile handling experience 	<ul style="list-style-type: none"> - habitat, environment Arctic, Antarctic, jungle, desert, camouflage, Spring
<p>What’s Above Me? What’s Below Me?</p>	<ul style="list-style-type: none"> - some similarities and differences between life in China and life in England - that some plants grow better in different countries 	<p><i>*China is the 4th largest country in the world, after Russia, Canada and the United States, but it has the most people of any country</i></p> <p><i>* Carrots used to be purple. They made them orange for King William of Orange</i></p>	<ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. <p><u>ELG – People, culture and communities</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> - Chinese New Year celebrations - planting afternoon - tasting fruits & vegetables 	<ul style="list-style-type: none"> - Chinese New Year - China - climate, de-forestation, continent

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<p>Are we there yet?</p>	<ul style="list-style-type: none"> - that foods from different countries can taste different - that forests/jungles are being cut down for new buildings/paper - some similarities and differences between life in Africa and life in England - features of a simple map e.g. land + sea - that some people go to different places/countries for their holidays 	<p><i>* In 100 years there might not be any rainforests left</i></p> <p><i>*Africa is a continent made up of 54 countries</i></p> <p><i>* People go on holiday all over the world</i></p>	<p><u>ELG - The Natural World</u></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 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>Reception</p> <ul style="list-style-type: none"> - draw information from a simple map <p><u>ELG – People, culture and communities</u></p> <ul style="list-style-type: none"> - Explain some similarities & differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 	<ul style="list-style-type: none"> - Eid celebrations - trip to Crich Tramway Museum 	<ul style="list-style-type: none"> - Africa, continent, Eid - vehicles, plane, tram - country, map, globe - mountain, sea, land - Summer
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<p>Year 1</p> <p>Bright Lights, Big City</p> <p>Year 2</p> <p>From Kilburn to Kenya.. where would you prefer to live?</p> <p>Who lives in a habitat like this?</p>	<p>- the 4 countries of the UK</p> <p>- about Kilburn & Kenyan village Soyo Soyo</p> <p>- about worldwide habitats</p>	<p><i>* Kenya is a country in Africa</i></p> <p><i>* Africa is a continent with 54 countries located in it</i></p>	<p><u>Geographical Skills & Fieldwork</u></p> <p>- use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents, and oceans studied at KS1</p>	<p>- Afternoon Tea with the Queen</p> <p>- local walks</p> <p>- African Drumming workshop</p> <p>- visit to Yorkshire Wildlife Park</p>	<p>- map</p> <p>- atlas</p> <p>- globe</p> <p>- village, town, city,</p> <p>- continent, country</p> <p>- ocean</p> <p>- rural, urban</p> <p>- factory, farm, house, office, port, harbour, shop</p>
<p>Year 1</p> <p>What will you find in a woodland habitat?</p>			<p><u>Geographical Skills & Fieldwork</u></p> <p>- use simple compass directions (north, south, east, west) & locational + directional language e.g. near & far, left & right</p>	<p>- bird watching event in school</p> <p>- visit to 'Gruffalo Land' at Twycross Zoo</p> <p>- set up Woodland campsite</p>	<p>- North</p> <p>- South</p> <p>- East</p> <p>- West</p> <p>- left & right</p>

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<p>Year 2</p> <p>How did we travel from..?</p>	<ul style="list-style-type: none"> - why we use maps & compass directions 		<ul style="list-style-type: none"> - describe the location of features & routes on a map 	<ul style="list-style-type: none"> - visit to Newark Air Museum 	<ul style="list-style-type: none"> - location - compass - North, South, East ,West
<p>Year 1</p> <p>What can you tell me about London?</p> <p>Year 2</p> <p>From Kilburn to Kenya.. where would you prefer to live?</p>	<ul style="list-style-type: none"> - maps have keys - how to use a simple map - about aerial plans 	<p>* <i>The Earth is round</i></p>	<p><u>Geographical Skills & Fieldwork</u></p> <ul style="list-style-type: none"> - use aerial photos & plan perspectives to recognise landmarks & basic human and physical features - devise a simple map - use & construct basic symbols in a key 	<ul style="list-style-type: none"> - Afternoon Tea with the Queen - local walks 	<ul style="list-style-type: none"> - key - map - symbol - aerial - symbol - landmark - key - map
<p>Year 1</p> <p>What was it like to be a child in the past?</p> <p>Year 2</p> <p>From Kilburn to Kenya.. where would</p>	<ul style="list-style-type: none"> - that a map of the school grounds can be drawn - that a map of the school grounds & 	<p>* <i>Our school was built in 1952 (main building). The Nursery building is Victorian</i></p>	<p><u>Geographical Skills & Fieldwork</u></p> <ul style="list-style-type: none"> - use simple fieldwork & observational skills to study the geography of their school and its grounds, & the key human + physical features of it surrounding environment 	<ul style="list-style-type: none"> - Visit to Black Country Living museum - local walks 	<ul style="list-style-type: none"> - left, right - grounds - route - human features - physical features

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<p>you prefer to live?</p> <p>Why should we protect our planet?</p>	<p>surrounding area can be drawn</p> <p>- fieldwork unit about the climate</p>		<p>- work in the school grounds</p>		<p>- fieldwork - climate - weather/season</p>
<p>Year 1</p> <p>What can you tell me about London?</p> <p>Year 2</p> <p>From Kilburn to Kenya.. where would you prefer to live?</p>	<p>- human + physical features of London</p> <p>- human + physical features of Kenya</p>	<p><i>* London is the Capital City of the UK</i></p> <p><i>* Not all houses have running water. Some girls have to walk for 4 hours to get water. Other villages share one tap</i></p>	<p>Place Knowledge</p> <p>- Understand geographical similarities & differences through studying the human & physical geography of a small area of the United Kingdom...</p> <p><i>... and of a small area in a contrasting non-European country (Soyo Soyo in Kenya)</i></p>	<p>- Afternoon Tea with the Queen</p> <p>- walks around Kilburn</p> <p>- African Drumming Workshop</p> <p>- visitors who have lived in or visited Africa</p>	<p>- Capital City - country - United Kingdom - countryside</p> <p>- village - rural, urban - settlement</p>
<p>Year 1</p> <p>What can you tell me about London?</p>	<p>- that London is a capital city</p>	<p><i>* The UK comprises England, N. Ireland, Scotland & Wales</i></p>	<p>Locational Knowledge</p> <p>- Name & locate the world's 7 continents & 5 oceans</p> <p>- Name, locate & identify characteristics of the 4 countries & capital cities of the UK & the surrounding seas</p>	<p>- Afternoon Tea with the Queen</p>	<p>- continent - ocean/sea - country - capital city</p>

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<p>Year 2</p> <p>From Kilburn to Kenya.. where would you prefer to live?</p> <p>What makes a Magnificent Monarch?</p>	<ul style="list-style-type: none"> - there are 7 continents including Africa - there are 5 oceans - there is a castle in each capital city in UK 	<p><i>* The 7 continents are Europe, Africa, Asia, Antarctica, North America, South America, Australia</i></p> <p><i>* The 5 oceans are Pacific, Atlantic, Indian, Southern, Arctic</i></p> <p><i>* The Pacific is the largest & the deepest</i></p> <p><i>* Capital cities of England, Scotland, Northern Ireland, Wales</i></p>		<ul style="list-style-type: none"> - African Drumming workshop - local walks - visit to Bolsover Castle - Castle Day 	<ul style="list-style-type: none"> - feature - world - route - journey - capital city - country - continent - ocean
<p>Year 1</p> <p>What will you find in a woodland habitat?</p> <p>Year 2</p>	<ul style="list-style-type: none"> - about seasonal/daily patterns in the UK - about hot/cold areas in the world - about hot & cold areas in relation to the 	<p><i>* Thunder is the sound produced by lightening</i></p> <p><i>* The Equator is 25,000 miles long</i></p>	<p>Human & Physical</p> <ul style="list-style-type: none"> - identify seasonal & daily weather patterns in the UK, & the location of hot /cold areas of the world, in relation to the Equator and the North & South Poles 	<ul style="list-style-type: none"> - bird watching event - Visit to Gruffalo Land at Twycross Zoo - set up a woodland campsite - local walks 	<ul style="list-style-type: none"> - season - pattern - Equator - North Pole - South Pole

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<p>From Kilburn to Kenya.. where would you prefer to live?</p> <p>Who lives in a habitat like this?</p>	<p>Equator (study of area of Kenya)</p> <p>- about hot & cold habitats</p>	<p><i>* The Artic is a dessert</i></p>		<p>- African Drumming workshop</p> <p>- visit to Yorkshire Wildlife Park</p>	<p>- Artic region, desserts, savannah</p>
<p>Year 1</p> <p>What would you find in a woodland habitat?</p> <p>Year 2</p> <p>What makes a Magnificent Monarch?</p> <p>Why should we protect our planet?</p>	<p>- about physical features including forest, hill, mountain, sea, season, weather</p> <p>- about physical features including.. beach, cliff, coast, ocean, river, soil, valley, vegetation, hill</p> <p>- about a beach, coast, mountain, sea, ocean, river, weather, coast</p>	<p><i>* The tallest mountain in the UK is Ben Nevis</i></p>	<p>Human & Physical</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, weather</p>	<p>- Woodland visit</p> <p>- visit to Bolsover Castle</p> <p>- Beach Day</p>	<p>- forest</p> <p>- hill</p> <p>- mountain</p> <p>- ocean/sea</p> <p>- season</p> <p>-weather</p> <p>- beach</p> <p>- cliff</p> <p>- coast</p> <p>- river</p> <p>- soil</p> <p>- valley</p> <p>- vegetation</p> <p>- ocean/sea</p>

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<p>From Kilburn to Kenya.. where would you prefer to live?</p> <p>Who lives in a habitat like this?</p>	<p>- about mountains, season, beach, sea, ocean, coast, vegetation</p> <p>- about beach, ocean, forest, rainforest, mountains, pond, woodland, dessert, Artic, Polar regions</p>			<p>- local walks</p> <p>- visit to Yorkshire Wildlife Park</p>	<p>- ocean - coast - forest</p>
<p>Year 1</p> <p>What can you tell me about London?</p> <p>Year 2</p> <p>From Kilburn to Kenya.. where would you prefer to live?</p>	<p>- human features of a city</p> <p>- about a city, town, village, factory, farm, house, office, shop</p>		<p><u>Human & Physical</u></p> <p>- use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>- Afternoon Tea with the Queen</p> <p>- Local walks</p>	<p>- Equator - North Pole - South Pole - city</p> <p>- city - town - village - factory - farm - office</p>

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<p>What makes a Magnificent Monarch?</p> <p>Why should we protect our planet?</p>	<p>- about a town, house, city</p> <p>- about a port, harbour, hotels, cafes</p>			<p>- visit to Bolsover Castle</p> <p>- Beach Day</p>	
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