

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

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

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

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<p><b>Are we there yet?</b></p>	<ul style="list-style-type: none"> <li>- that foods from different countries can taste different</li> <li>- that forests/jungles are being cut down for new buildings/paper</li> <li>- some similarities and differences between life in Africa and life in England</li> <li>- features of a simple map e.g. land + sea</li> <li>- that some people go to different places/countries for their holidays</li> </ul>	<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><b><u>ELG - The Natural World</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- draw information from a simple map</li> </ul> <p><b><u>ELG – People, culture and communities</u></b></p> <ul style="list-style-type: none"> <li>- Explain some similarities &amp; differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul>	<ul style="list-style-type: none"> <li>- Eid celebrations</li> <li>- trip to Crich Tramway Museum</li> </ul>	<ul style="list-style-type: none"> <li>- Africa, continent, Eid</li> <li>- vehicles, plane, tram</li> <li>- country, map, globe</li> <li>- mountain, sea, land</li> </ul>
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<p><b>Year 1</b></p> <p><b>Bright Lights, Big City</b></p> <p><b>Year 2</b></p> <p><b>From Kilburn to Kenya.. where would you prefer to live?</b></p> <p><b>Who lives in a habitat like this?</b></p>	<p>- the 4 countries of the UK</p> <p>- about Kilburn &amp; 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><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <p>- use world maps, atlases &amp; globes to identify the UK &amp; 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><b>Year 1</b></p> <p><b>What will you find in a woodland habitat?</b></p>			<p><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <p>- use simple compass directions (north, south, east, west) &amp; locational + directional language e.g. near &amp; far, left &amp; 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 &amp; right</p>

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<p><b>Year 2</b></p> <p>How did we travel from..?</p>	<p>- why we use maps &amp; compass directions</p>		<p>- describe the location of features &amp; routes on a map</p>	<p>- visit to Newark Air Museum</p>	<p>- location - compass - North, South, East ,West</p>
<p><b>Year 1</b></p> <p>What can you tell me about London?</p> <p><b>Year 2</b></p> <p>From Kilburn to Kenya.. where would you prefer to live?</p>	<p>- maps have keys</p> <p>- how to use a simple map</p> <p>- about aerial plans</p>	<p>* <i>The Earth is round</i></p>	<p><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <p>- use aerial photos &amp; plan perspectives to recognise landmarks &amp; basic human and physical features</p> <p>- devise a simple map</p> <p>- use &amp; construct basic symbols in a key</p>	<p>- Afternoon Tea with the Queen</p> <p>- local walks</p>	<p>- key - map - symbol</p> <p>- aerial - symbol - landmark - key - map</p>
<p><b>Year 1</b></p> <p>What was it like to be a child in the past?</p> <p><b>Year 2</b></p> <p>From Kilburn to Kenya.. where would</p>	<p>- that a map of the school grounds can be drawn</p> <p>- that a map of the school grounds &amp;</p>	<p>* <i>Our school was built in 1952 (main building). The Nursery building is Victorian</i></p>	<p><b><u>Geographical Skills &amp; Fieldwork</u></b></p> <p>- use simple fieldwork &amp; observational skills to study the geography of their school and its grounds, &amp; the key human + physical features of it surrounding environment</p>	<p>- Visit to Black Country Living museum</p> <p>- local walks</p>	<p>- left, right - grounds - route</p> <p>- human features - physical features</p>

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<p><b>you prefer to live?</b></p> <p><b>Why should we protect our planet?</b></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><b>Year 1</b></p> <p><b>What can you tell me about London?</b></p> <p><b>Year 2</b></p> <p><b>From Kilburn to Kenya.. where would you prefer to live?</b></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><b>Place Knowledge</b></p> <p>- Understand geographical similarities &amp; differences through studying the human &amp; 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><b>Year 1</b></p> <p><b>What can you tell me about London?</b></p>	<p>- that London is a capital city</p>	<p><i>* The UK comprises England, N. Ireland, Scotland &amp; Wales</i></p>	<p><b>Locational Knowledge</b></p> <p>- Name &amp; locate the world's 7 continents &amp; 5 oceans</p> <p>- Name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK &amp; the surrounding seas</p>	<p>- Afternoon Tea with the Queen</p>	<p>- continent - ocean/sea - country - capital city</p>

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

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<p><b>From Kilburn to Kenya.. where would you prefer to live?</b></p> <p><b>Who lives in a habitat like this?</b></p>	<p>Equator (study of area of Kenya)</p> <p>- about hot &amp; 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><b>Year 1</b></p> <p><b>What would you find in a woodland habitat?</b></p> <p><b>Year 2</b></p> <p><b>What makes a Magnificent Monarch?</b></p> <p><b>Why should we protect our planet?</b></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><b>Human &amp; Physical</b></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</p> <p>- coast</p> <p>- forest</p>
<p><b>Year 1</b></p> <p>What can you tell me about London?</p> <p><b>Year 2</b></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><b><u>Human &amp; Physical</u></b></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</p> <p>- North Pole</p> <p>- South Pole</p> <p>- city</p> <p>- city</p> <p>- town</p> <p>- village</p> <p>- factory</p> <p>- farm</p> <p>- office</p>

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<p><b>What makes a Magnificent Monarch?</b></p> <p><b>Why should we protect our planet?</b></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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