

EYFS Geography Curriculum Document

The following curriculum is based on the Early Years Framework.

Our Curriculum Drivers are the factors that we value as a school. All of the adults in school model and actively teach the **Lawn Values of Responsibility, Respect, Teamwork, Initiative, Integrity and Empathy**. These values are woven through our curriculum in EYFS and form part of our classroom ethos. Alongside these are our **Trust values of Respect, Kindness, Equality and Creativity**.

The Characteristics of Effective Learning:

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative lifelong learners. The Characteristics of Effective Learning are:

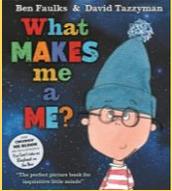
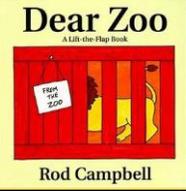
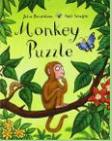
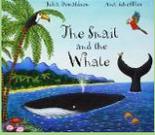
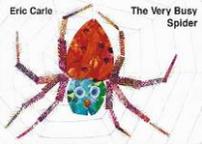
Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These are the behaviours that the children use in order to learn. To learn well children must approach each opportunity with enthusiasm, curiosity and energy. A child displaying these abilities and attitudes will be a strong learner and will be able to make good progress across all areas of learning,

<u>Learning Nutrient</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Ambition</i>	<i>Challenge</i>	<i>Positivity and Praise</i>	<i>Celebrating and Reviewing</i>	<i>Coach and Support Others</i>	<i>Making choices to support next steps</i>
Topic	Marvellous Me	Let's Celebrate!	Explorers	Explorers	Castles and Traditional Tales Once Upon a Time...	Minibeast Madness
Link to Global Citizenship Curriculum	<i>Baseline (3 weeks) Plus observations for own Baseline. We Are All Unique</i>		<i>Clean Green World (Whole school do this in Summer term, but this links with our Spring term topic)</i>		<i>Freedom and Equality</i>	

<p>Key texts</p>	<p>'What Makes me a Me' by Ben Foulkes</p>  <p>'Dear Zoo' by Rod Campbell</p> 	<p>'Little Glow' by Katie Sahota and Harry Woodgate</p> 	<p>'Say Hello to the Snowy animals'</p>  <p>'Monkey Puzzle' by Julia Donaldson</p>  <p>'Owl Babies' by Martin Waddell</p> 	<p>'The Smeds and the Smoos' by Julia Donaldson</p>  <p>'The Snail and the Whale' by Julia Donaldson</p>  <p>'What a submarine sees' by Laura Knowles</p> 	<p>'Lullabyhullabaloo' by Mick Inkpen</p>  <p>'Jack and the Beanstalk' (Traditional Tale)</p> 	<p>'The Very Hungry Caterpillar' by Eric Carle</p>  <p>'The Very Busy Spider' by Eric Carle</p> 
<p>Understanding of the world</p> <p>GEOGRAPHY</p>	<p>Children will know:</p> <p>To understand the impact that we can have on the environment through recycling.</p> <p>Geographic enquiry: Children will make comments and ask questions about our school environment and the effect that different weather has</p>		<p>Children will know:</p> <p>How to draw information from a simple map. They will make observations about animals and plants</p> <p>They will explain similarities and differences between life in this country and life in other countries through our 'Explorers' topic.</p>	<p>Children will know:</p> <p>To explore contrasting environments and be able to talk about similarities and differences.</p> <p>They will explore features of their own environment and be able to talk about the features of these environments the similarities and</p>		

	on our school grounds.		<p>They will talk about the lives of people around them and their roles in society.</p> <p>Children will explore animals that live in different environments. They will discuss where these animals live, why they live there.</p> <p>To explore where they live through the use of stories, maps and the globe.</p>	<p>differences between these and other contrasting environments.</p> <p>To begin to understand the effect their behaviour can have on the environment through looking at plastic pollution of the rivers and oceans and the wildlife that live there.</p>		
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