

Clee Hill Community Academy: Early Years Curriculum

Geography Curriculum – EYFS past and present

Pillars of knowledge:

Substantive concepts: Agriculture, Trade, Settlement. Migration, Kingdom

Continuous routines:

Weather – symbols

Seasons - changes

Talk about the lives of the people around them and their roles in society.

Engage in play – shops, homes, farms, kings, queens, travel. For example, bus/aeroplane etc.

Listen to stories that help them to develop concepts of kings, kingdoms, queens, castles etc. Related play activities.

They will learn about farms and farmers. What a farmer does, farm animals, farming e.g. sowing seeds and ploughing fields. Related play activities

Use positional language: **left, right, next to, under, near, far...**

Learn through play (consider vocabulary adults use): shops, markets, homes, ‘tea parties’, food, families, communities, farms, kings & queens, bus driver...

Nursery

Locational Knowledge:

- Communicate their route using positional language
- To know that the globe is made up of land and water

Up, down, under, over, on, next to

Place Knowledge:

Learn about different countries and places around the world

beach, sea, fields, hedges

Human & Physical


- Respect and care for the natural environment.
- Explore the natural world around them.
- Learn about their senses


Weather (sunny, rainy, windy, snowy etc.)

Fieldwork:

- Describe what they see when walking through Clee Hill
- including walks around the local area
- Explore the surrounding natural environment
- Explore natural objects from the surrounding environment

leaf, flower

<p>Reception</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> • To know that the blue parts of the globe is the sea and that the green is the land. • To know the name of the country they live in. • To use directional language such as near, far, forward, backwards. • Maps and atlases are used to investigate different places <p>near, far, forwards, backwards</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Look on a map and compare the shapes and sizes of different countries • To explore how life can be similar or different to Clee Hill in terms of hot/ cold places. • Show on a map which country they live in. <p>cliff, land, England, United Kingdom</p> <p>Human & Physical</p> <ul style="list-style-type: none"> • To know the four seasons of the UK. • Understand the effect of changing seasons on the natural world around them. • To know that ‘weather’ refers to the conditions outside at a particular time. • Use the vocabulary ‘season’ and ‘weather’. Autumn, Spring, Summer, Winter <p>Seasons (Winter, Summer, Spring, Autumn)</p> <p>Fieldwork:</p> <ul style="list-style-type: none"> • Explore the plants in the surrounding natural environment • Exploring our wild woodland and trips to the local library and church. <p>petal, fruit, berry, root, seed,</p>					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Reception by half term</p>	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. 		<ul style="list-style-type: none"> • Explore minibeasts in the surrounding natural 		<ul style="list-style-type: none"> • Where in the world is Barnaby bear? 	<ul style="list-style-type: none"> • Mapping a journey around school: journey sticks • Mapping a journey from a story book ie The Gruffalo,
<p><u>Stories, poems and books we read to the class: Nursery</u></p>				<p><u>Stories, poems and books we read to the class: Reception</u></p>		
						

	
<p>People we learn about:</p> <ul style="list-style-type: none">• Farmers• Firefighters• Police Officers	
<p>Links to history: Transport and journeys Houses and homes – toys, cooking etc.</p>	