

YEAR B AUT 1	EY The Oscars/Me Myself I	Y1 The Oscars/Me, Myself, I, Geography	Y2 The Oscars/Me, Myself, I Geography (History)
<p><b>Focus</b></p>	<p><i>EYFS 30-50 months Understanding the World: The World</i></p> <p><b>The Learner:</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p><i>Locational knowledge of UK – England &amp; capital city</i></p> <p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use simple compass direction</li> <li>• use directional language</li> <li>• devise simple map</li> <li>• symbols in a key</li> <li>• key human and physical features of surrounding environment.</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal changes</li> <li>• basic geographical vocabulary</li> </ul>	<p><i>Locational knowledge of UK – countries and capital cities of UK</i></p> <p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use maps &amp; atlases</li> <li>• use 8 point compass direction</li> <li>• use directional language &amp; relate to 90 degrees</li> <li>• use aerial photos &amp; plan perspectives</li> <li>• devise simple map</li> <li>• symbols in a key</li> <li>• key human and physical features of surrounding environment.</li> </ul> <p><b>The life of significant local individual in the past</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal and daily weather patterns in UK</li> <li>• basic geographical vocabulary</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> </ul>
<p><b>Suggested Activities</b></p>	<p>Where do I live? Discuss country, town, street, and learn address. Make large class graph of Maidenhead with our houses and local features plotted (shops, hospitals) Learn about environmental print (logos I can already recognise and read, road signs and safety) Investigate pupils' family heritage; display flags of various cultures, try foods, and bring in items from home to reflect our cultural backgrounds.</p>	<p>My holidays Local environment –my journey to school &amp; woodlands – journey sticks. Maps Name four countries of UK, capital of England. My address</p> <p>Compare homes to those in another country.</p>	<p>Study of where we live - local environment, google earth <b>School</b> – plan, route from one place to another (using photos for starting &amp; end point). Others to follow route to see if correct. <a href="#">Link to maths – directional lang</a> <b>Village &amp; local area BG/Maidenhead/London</b> Maps – OS &amp; GIS. 8 point compass Geographical vocab – village, town, city, office, farm, shop, types of houses <a href="#">link to literacy nonfiction, story map</a> Name &amp; locate &amp; identify capital cities of four countries of UK and surrounding seas. Life of local artist Stanley Spencer with visit to SS gallery in Cookham</p>
<p><b>Eco School &amp; Woodland</b></p>	<p>Establish safety routines (high visibility jackets, splash suits, welly boots) with walks from school to the woodlands each week.</p>	<p>Map/journey stick of journey from school to woodland</p>	<p>Map of BG village This is the Bear and the Scary Night – own story based in woodlands.</p>

YEAR B AUT 2	EY NARNIA	Y1 NARNIA History (Geography)	Y2 NARNIA History (Geography)
Focus	<p><i>EYFS 30-50 months Understanding the World: People and Communities</i></p> <p><b>The Learner:</b> Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p><i>Significant events from the past</i></p> <ul style="list-style-type: none"> <li>World War II &amp; evacuation</li> <li>Bonfire Night</li> </ul> <p><i>Locational knowledge – cold areas of world</i></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>seasonal changes</li> <li>extend historical terms</li> <li>extend chronological knowledge</li> <li>basic geographical vocabulary</li> <li>timelines &amp; changes</li> </ul>	<p><i>Significant events from the past – with aspects of change in national life.</i></p> <ul style="list-style-type: none"> <li>World War II &amp; evacuation</li> <li>Remembrance day</li> <li>Gunpowder Plot</li> </ul> <p><i>Locational knowledge – cold areas of world</i></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>seasonal and daily weather patterns in UK</li> <li>extend historical terms</li> <li>extend chronological knowledge</li> <li>basic geographical vocabulary</li> </ul>
Suggested Activities	<p>Celebrate Bonfire Night</p> <p>Come to school dressed as an evacuee. Discuss World War II and the significance of Remembrance Day. Make class poppy wreath.</p> <p>Links to literacy: The Lion the Witch and The Wardrobe. Verbal retell and modelled journal writing of imaginary worlds.</p> <p>Talk about icy places... north and south poles.</p>	<p>World War II and evacuation – topic day</p> <p><a href="#">Link to literacy &amp; art - bonfire night artwork &amp; poetry</a></p>	<p>Gunpowder Plot – hotseating for Guy Fawkes &amp; King James I</p> <p>World War II and evacuation – topic day</p> <p>Remembrance Day</p> <p>Cold areas of the world – poles, how the seasons change</p> <p><a href="#">Link to S&amp;L what would you do if you were King James I or Guy Fawkes?</a></p> <p><a href="#">Link to literacy &amp; art - bonfire night artwork &amp; poetry</a></p> <p><a href="#">Link to science – animals in winter</a></p>
Eco School & Woodland	<p>Bring a special toy/teddy to read to in the woods and reinforce quiet, reflective places in nature to think.</p> <p>Observe and discuss seasonal changes in local habitats and plants.</p>	<p>Seasonal changes</p> <p>Trees &amp; seeds</p>	<p>Seasonal changes</p> <p>Trees &amp; seeds</p>

YEAR B SPR 1	EY THE ELEMENTS EARTH/WIND/FIRE/WATER	Y1 THE ELEMENTS EARTH/WIND/FIRE/WATER Geography ??	Y2 THE ELEMENTS EARTH/WIND/FIRE/WATER History (Geography)
Focus	<p><i>EYFS 40-60 months Understanding the World: The World</i></p> <p><i>The Learner: Looks closely at similarities, differences, patterns and change.</i></p>	<p><i>Locational knowledge of world – poles, equator, introduce continents &amp; oceans. Countries and capital cities of the UK</i></p> <p><i>Ongoing:</i></p> <ul style="list-style-type: none"> <li>• <i>seasonal changes</i></li> <li>• <i>basic geographical vocabulary</i></li> </ul>	<p><i>Significant event from the past – with aspects of change in national life.</i></p> <ul style="list-style-type: none"> <li>• <i>Fire of London</i></li> </ul> <p><i>Locational knowledge of world – poles, equator, 7 continents, 5 oceans</i></p> <p><i>Ongoing:</i></p> <ul style="list-style-type: none"> <li>• <i>seasonal and daily weather patterns in UK</i></li> <li>• <i>extend historical terms</i></li> <li>• <i>extend chronological knowledge</i></li> <li>• <i>basic geographical vocabulary</i></li> </ul>
Suggested Activities	<p>Make paper mache models of the globe. Introduce ideas of oceans, continents, north and south poles, countries.</p> <p>Discuss compass direction points and learn vocabulary and meaning for north, south, east, west.</p> <p>Visit to school from local fire station.</p> <p>Visit the airport.</p>	<p>Study of different weather phenomena, particularly wind.</p>	<p>Key question – how do we know the Fire of London happened? Using different sources of information? to research the Fire of London – primary &amp; secondary. Use of artefacts.</p> <p>Construct models of tudor houses. Re-enact the fire of London by burning the houses the children have made.</p> <p>Look at maps and plans to see how London has changed since the Fire and how the fire service was set up.</p> <p>Using atlases, find out where the seven continents and 5 oceans of the world are located.</p> <p>Study of different weather phenomena, particularly wind. <a href="#">Link to S&amp;L study weather presenters, choose a city in UK and present own forecast from weather conditions on bbc website.</a></p>
Eco School & Woodland	<p>Continue to observe seasonal changes in environments and habitats.</p> <p>Planting and looking for signs of spring.</p> <p>Discuss changes in the day (morning, lunch time, dinner, evening).</p>	<p>Weather study continued</p> <p>Fire building</p>	<p>Weather study continued</p> <p>Fire building</p>

YEAR B SPR 2	EY CHOCOLATE	Y1 CHOCOLATE Geography (History)	Y2 CHOCOLATE Geography (History)
Focus	<p><i>EYFS 40-60 months Understanding the World: People and Communities</i></p> <p><b>The Learner:</b> Enjoys joining in with family customs and routines.</p>	<p><b>Locational knowledge of world – South America/Africa</b></p> <p><b>Place knowledge - geographical similarities and differences between local environment and non-European country (Amazon)</b></p> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>• use atlases</li> <li>• key human and physical features of rainforest</li> </ul> <p><b>Ancient Civilisation – the Aztecs</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal changes</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> <li>• basic geographical vocabulary</li> </ul>	<p><b>Locational knowledge of world – poles, equator, 7 continents, 5 oceans</b></p> <p><b>Place knowledge - geographical similarities and differences between local environment and non-European country (Amazon)</b></p> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>• use atlases</li> <li>• key human and physical features of rainforest</li> </ul> <p><b>Ancient Civilisation – the Aztecs</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal and daily weather patterns in UK</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> <li>• basic geographical vocabulary</li> </ul>
Suggested Activities	<p>Rainforest study: locations, animal and plant life.</p> <p>Make shoe box dioramas of rainforests using natural materials.</p>	<p>Areas of the world where chocolate is grown – Features of a rainforest.</p> <p>Introduction to the Aztecs – link to when Jesus was alive, customs, culture</p>	<p>Areas of the world where chocolate is grown – look at areas of the world (poles, equator, continents, oceans etc). Features of a rainforest - compare to autumn study of local environment.</p> <p>Environmental impact of deforestation/chocolate growing.</p> <p>Introduction to the Aztecs – link to when Jesus was alive, customs, culture</p>
Eco School & Woodland	<p>Visit BCA for lambing</p> <p>Plant seedlings and bulbs and tend to plants in the sensory garden.</p> <p>Look at basic parts of a plant/flower using magnifying glasses and microscopes.</p>		

YEAR B SUM 1	EY DRAGONS	Y1 DRAGONS Geography & History	Y2 DRAGONS History (Geography)
<b>Focus</b>	<p><b>EYFS ELG</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><b>Castles, defence, hierarchy – royals, nobility, peasantry</b></p> <p><b>St George &amp; the Dragon</b> - include flags &amp; emblems of the UK</p> <p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use atlases</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal changes</li> <li>• basic geographical vocabulary</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> </ul>	<p><b>Mediaeval times - castles, defence, hierarchy such as royals, nobility, peasantry</b></p> <p><b>St George &amp; the Dragon</b> - include how the UK and Union Jack is formed. UK countries, capitals and characteristics</p> <p><b>Locational knowledge of world – hemispheres, continents, 5 oceans</b></p> <p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use atlases</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal and daily weather patterns in UK</li> <li>• basic geographical vocabulary</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> </ul>
<b>Suggested Activities</b>	<p>Talk about the story of St George &amp; the dragon and discuss life in the medieval times. Create role play areas (small world and dress up) with knights, kings, queens, castles, dragons, etc.</p> <p>Make paper mache dragon eggs.</p> <p>Visit real castles: Windsor/Warwick</p>	<p>The story of St George &amp; the dragon Looking at castles Kings/queens/royalty/peasants</p> <p>Current royal family</p>	<p>The story of St George &amp; the dragon. Lead on to other patron saints of UK countries, their location, capital and national emblems. How the union jack was founded – relate to James I of gunpowder plot. Look at life in a castle in Mediaeval times – how do we know what it was like? How was it different from now? How would your life be different if you were royalty/lord/lady or a peasant? Shields – <a href="#">link to maths s</a> Name &amp; locate world's seven continents &amp; 5 oceans, hemispheres - <a href="#">Link to literacy – The Snow Dragon</a></p>
<b>Eco School &amp; Woodland</b>	<p>Make willow sculptures (dragons, wreaths) Bring our eggs to the woodlands and make nests.</p>	<p>Dragon story – find dragon egg</p>	<p>Dragon story – find dragon egg</p>

YEAR B SUM 2	EY THE BEATLES	Y1 THE BEATLES History	Y2 THE BEATLES History (Geography)
<b>Focus</b>	<p><b>EYFS ELG</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Changes within living memory – compare life now to the 1960s/1970s</b> using different sources of information primary(questioning &amp; artefacts) and secondary(books, internet)</p> <p><b>Geographical skills:</b></p> <ul style="list-style-type: none"> <li>• use atlases to locate Liverpool.</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal changes</li> <li>• basic geographical vocabulary</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> </ul>	<p><b>Changes within living memory (reveal any aspects of change in national life) - compare life now to the 1960s/1970s</b> – using different sources of information primary(questioning &amp; artefacts) and secondary(books, internet)</p> <p><b>Geographical skills:</b> <b>Major cities in the UK (Liverpool) – position in UK</b></p> <ul style="list-style-type: none"> <li>• use maps &amp; atlases, grid references</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal and daily weather patterns in UK</li> <li>• basic geographical vocabulary</li> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> </ul>
<b>Suggested Activities</b>	<p>Create ICT old and new listening centre using artefacts and equipment that reflect a brief history of rock music: records, tapes, CDs, and players with headphones.</p> <p>Ask grandparents to bring in photos and concert tickets from the 1960s.</p> <p>Create a role play area “peace hut” decorated with famous people and organisations from the 1960s (Beatles, JFK, Martin Luther King, Greenpeace, WWF, WHO). Use photos to discuss historical significance in group discussions.</p>	<p>How was life different in the 60s and 70s? Use artefacts to find out.</p> <p>Locate Liverpool on a map.</p>	<p>Why were the Beatles and the 60s so significant in history? Choose an aspect of 1960s/70s life to research and produce a class information book.</p> <p>Compose questionnaires to find out about 60s/70s from people who remember.</p> <p>Locate Liverpool on a map. Find coastal and inland cities in the UK.</p>
<b>Eco School &amp; Woodland</b>	<p>Tend to class flower beds and sensory gardens to weed and prepare the soil for next year.</p> <p>Continue to observe seasonal changes in the local habitat.</p>		