

YEAR C AUT 1	EY There and Back Again - Journeys & Explorers	Y1 There and Back Again - Journeys & Explorers Geography & History	Y2 There and Back Again - Journeys & Explorers Geography & History
Focus	<p><i>EYFS 30-50 months Understanding the World: The World</i></p> <p>The Learner: 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"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<p>Locational knowledge of UK – the countries of the UK and surrounding seas</p> <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • use simple compass direction • use directional language • devise simple map • symbols in a key • key human and physical features of surrounding environment. <p>The life of significant individual in the past</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal changes • basic geographical vocabulary • extend historical terms • extend chronological knowledge 	<p>Locational knowledge of UK – countries and capital cities of UK</p> <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • use maps & atlases • use simple compass direction • use directional language • use aerial photos & plan perspectives • devise simple map • symbols in a key • key human and physical features of surrounding environment. <p>The life of significant individual in the past and significant event in the past (discovery of the Americas)</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal and daily weather patterns in UK • basic geographical vocabulary • extend historical terms • extend chronological knowledge
Suggested Activities	<p>Talk about our journey to school each day. Make large class map of Maidenhead and plot our journey to school. Add three dimensional models of features of maidenhead (houses, shops, hospitals, libraries etc.) and discuss features of a town.</p> <p>Talk about some famous explorers: (James Cooke, Walter Ralieggh, Frances Drake, Christopher Columbus, Marco Polo) where they went and how they got there.</p>	<p>Types of journeys/holidays Local environment - journey to school & woodlands – journey sticks. Maps Christopher Columbus Link to literacy non fiction Name & locate & identify capital cities of four countries of UK.</p>	<p>Types of journeys/holidays Local environment – School – plan, route from one place to another (using photos for starting & end point). Others to follow route to see if correct. Link to maths – directional lang Village & local area BG/Maidenhead/London Maps – OS & GIS. 8 point compass Geographical vocab – village, town, city, office, farm, shop, types of houses Name, locate & identify capital cities of UK and surrounding seas. Compare Christopher Columbus to Neil Armstrong (YB Sum 2 The Beatles) link to literacy nonfiction, story map</p>
Eco School & Woodland	<p>Establish safety routines (high visibility jackets, splash suits, welly boots) with walks from school to the woodlands each week.</p>	<p>Map of journey from school to woodland</p>	<p>Map of BG village – link to literacy The House Cat</p>

YEAR C AUT 2	EY Toy Story	Y1 Toy Story History	Y2 Toy Story History
Focus	<p><i>EYFS 30-50 months Understanding the World: People and Communities</i></p> <p>The Learner: Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. 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. 	<p><i>Changes within living memory</i> <i>Timelines and changes</i></p> <p>Ongoing:</p> <ul style="list-style-type: none"> seasonal and daily weather patterns in UK extend historical terms extend chronological knowledge 	<p><i>Changes within living memory (reveal any aspects of change in national life)</i></p> <p>Significant event from the past – Gunpowder Plot with aspects of change in national life.</p> <p>Ongoing:</p> <ul style="list-style-type: none"> seasonal and daily weather patterns in UK extend historical terms extend chronological knowledge
Suggested Activities	<p>Look at Toys from now and history: bring in a toy from parents or grandparents to create and interest table.</p> <p>Make toys: board games plotting a journey with start, direction of path and finish.</p> <p>Plan, design, and build models for toys: cars, puppets,</p>	<p>Toys now and from history</p> <p>Information from different sources – books, internet, questionnaires</p> <p>Link to science – materials Link to S&L persuade class to have your toy on the display Link to DT – make own toy</p>	<p>Toys from history</p> <p>Information from different sources – books, internet, questionnaires. Compare and contrast toys of today to those of parents and grandparents. Why have toys changed? Relate to development in materials in science (plastic, invention of electronics and how these have become cheaper).</p> <p>Link to S&L museum curator Link to science – materials & forces Link to DT – make own toy</p>
Woodland & Eco School	<p>Seasonal changes</p> <p>Local woodland environment and habitats</p>	<p>Seasonal changes</p> <p>Trees & seeds</p>	<p>This is the Bear and the Scary Night – own story based in woodlands.</p> <p>Natural and manmade materials</p> <p>Seasonal changes</p> <p>Trees & seeds</p>

Take One Picture – will develop as the picture or object is chosen

YEAR C SPR 1	EY Take One Picture Y1	Y1 Take One Picture	Y2 Take One Picture History (Geography)
Focus	<p><i>EYFS 40-60 months Understanding the World: People and Communities</i></p> <p><i>The Learner:</i> <i>Enjoys joining in with family customs and routines.</i></p>		
Suggested Activities	<p>Talk about historical times of the piece of artwork selected and area of the world it comes from.</p> <p>Example 2015: Take One Picture: The Samurai Introduce location of Japan on world map, make large model of Mt. Fuji. Link to literacy and PSHE: Traditional Japanese stories of Samurai and codes of honour.</p>	<p><u>History</u> –Similarities and differences between now and then. Ask questions about the topic.</p> <p>Link to Lit : Use variety of stories to support painting</p> <p><u>Geography</u> – Inspire fascination about the world- Develop curiosity of places, people,environment from around the world. Develop an understanding of physical features.</p>	<p><u>History</u> –Similarities and differences between now and then. Develop their own questions and research different lines of enquires to find out more about topic.</p> <p>Trip to Stanley Spencer Gallery – local artist from history?</p> <p>Link to Lit : Use variety of stories that support picture.</p> <p><u>Geography</u> – Inspire fascination about the world-Develop curiosity of places, people,environment from around the world. Develop an understanding of physical features and understand how they change over time.</p>
Woodland/ Eco Schools	<p>Visit the woodland for a fairy home hunt (look for the fairy doors placed by BCA students), using Vtech cameras to record findings.</p>		

YEAR C SPRING 2	EY Gorillas	Y1 Gorillas Geography	Y2 Gorillas Geography
Focus	<p><i>EYFS 40-60 months Understanding the World: The World</i></p> <p>The Learner: <i>Looks closely at similarities, differences, patterns and change.</i></p>	<p>Locational knowledge of world – poles, equator, Place knowledge - geographical similarities and differences between local environment and non-European country.</p> <p>Geographical skills</p> <ul style="list-style-type: none"> • use maps & atlases • use simple compass direction <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal changes • basic geographical vocabulary 	<p>Locational knowledge of world – poles, equator, 7 continents, 5 oceans Place knowledge - geographical similarities and differences between local environment and non-European country.</p> <p>Geographical skills</p> <ul style="list-style-type: none"> • use maps & atlases • use simple compass direction <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal and daily weather patterns in UK • basic geographical vocabulary
Suggested Activities	<p>Study of areas of the world where we find gorillas. Look at habitats and climates of those areas.</p> <p>Make shoebox dioramas of gorillas in their habitats.</p> <p>Visit the zoo.</p>	<p>Link to Anthony Browne –Zoo Case Study on Zoo’s ‘Do we need Zoo’s’ Collect and communicate data on how children feel about keeping animals in cages. Environmental impact of zoo’s. How humans impact the geographical features of the world.</p>	<p>Areas of the world where we find gorillas – look at areas of the world (poles, equator, continents, oceans etc). Compare to Autumn study of local environment. Link to Anthony Browne –Zoo Case Study on Zoo’s ‘Do we need Zoo’s’ Collect, analyse and communicate data on how children feel about keeping animals in cages. Environmental impact of zoo’s. how humans impact the geographical features of the world</p>
Woodland	<p>Visit BCA for lambing Plant seedlings and bulbs and tend to plants in the sensory garden. Look at basic parts of a plant/flower using magnifying glasses and microscopes.</p>		

YEAR C SUM 1	EY Under the Sea	Y1 Under the Sea Geography	Y2 Under the Sea Geography & History
Focus	<p>EYFS ELG <i>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.</i></p>	<p>Locational knowledge of world – seas & oceans, countries of the UK</p> <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • use atlases • key human and physical features of coastal areas <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal changes • basic geographical vocabulary 	<p>Locational knowledge of world – 5 oceans, seas surrounding UK</p> <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • use atlases • key human and physical features of coastal areas <p>Changes within and beyond living memory (seaside from Victorian times)</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal and daily weather patterns in UK • basic geographical vocabulary • extend historical terms • extend chronological knowledge
Suggested Activities	<p>Create Seaside Role play area: make mini rock pools in builder's tray. Discuss the British seaside and compare with seaside in other climates.</p> <p>Talk about the varieties of fish in the ocean; look at the Great Barrier Reef.</p> <p>Link to Literacy: Magic Beach by Alison Lester and discuss seasonal changes by the seaside.</p> <p>Seaside and sun safety</p>	<p>Continue study of weather & the seasons</p> <p>Physical & human geographical features of the coast – sea, ocean, beach, cliff, port, harbour</p> <p>Being safe at the coast and in the sun</p>	<p>Continue study of weather & the seasons</p> <p>Name & locate world's seven continents, 5 oceans, seas around the UK</p> <p>Human & Physical features & vocab of the coast, including tides. Using maps/Google Earth to study different coastal areas.</p> <p>Being safe at the coast and in the sun</p> <p>Changes at the seaside from Victorian times to present day.</p>
Woodland	<p>Continue to observe seasonal changes in the woodlands.</p>		<p>Make a rock pool. Pond dipping and compare animals found to marine.</p>

YEAR C SUM 2	EY Triathlon (Sport)	Y1 Triathlon (Sport) History (& Geography)	Y2 Triathlon (Sport) History & Geography
	<p>EYFS ELG 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>Locational knowledge of World – continents, countries & capitals</p> <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • use maps & atlases <p>The life of significant local individual in the past</p> <p>Ancient civilisation (Greece) and it's influence on UK</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal changes • basic geographical vocabulary • extend historical terms • extend chronological knowledge 	<p>Locational knowledge of World – continents, countries & capitals</p> <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> • use maps & atlases • use simple compass direction • use directional language • devise simple map • symbols in a key • key human and physical features • use of aerial photos to see landmarks <p>The life of significant local individual in the past</p> <p>Ancient civilisation (Greece) and it's influence on UK</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • seasonal and daily weather patterns in UK • basic geographical vocabulary • extend historical terms • extend chronological knowledge
Suggested Activities	<p>Create a role play Olympic ticket office with posters available of famous athletes, sport information extending vocabulary.</p> <p>Power point presentation outlining the history of sport; introduce idea of Olympics.</p> <p>Complete colour house challenges; link to PE</p> <p>Make world maps and flags and banners.</p>	<p>Local sports person from history – look at gold post boxes in area.</p> <p>Class history information book – research and present the history of a sport link to ICT</p> <p>Link to world sport competition eg Special Olympics 2015</p> <p>Revisit continents, oceans, countries & the capital cities</p>	<p>Local sports person from history – look at gold post boxes in area.</p> <p>Class history information book – research and present the history of a sport or origins of competitions – Ancient Greece link to ICT</p> <p>Link to world sport competition eg Special Olympics 2015</p> <p>Revisit continents, oceans, countries & the capital cities</p>
Woodland/ Outdoor	<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>		<p>Topic Day</p> <p>Set up an Ancient Greece Olympic sports event</p> <p>Simple orienteering at BCA</p>