

YEAR A AUT 1	EY OWLS	Y1 OWLS Geography	Y2 OWLS Geography
<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 – four countries</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 the world – 7 continents, poles, hemispheres &amp; equator.</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>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• seasonal and daily weather patterns in UK</li> <li>• basic geographical vocabulary</li> </ul>
<p><b>Suggested Activities</b></p>	<p>Make small world natural environments using Owl Babies big book and story sack. Create nests, make bird feeders, build dens, and make natural collages. Identify local bird and wildlife and talk about seasonal changes in habitat. Name basic features of a town/city.</p>	<p>Where do Barn Owls live? Are they all through the UK? Name &amp; locate &amp; identify four countries of UK.</p> <p>Owl eye view of our school and journey to woodlands. Draw a simple map/ add symbols and key to a map to show features.</p>	<p>Distribution of owls in the world. Owl eye view of our school/Burchetts Green – aerial photos, plans &amp; maps.</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 of journey from school to woodland</p>	<p>Giving directions from one place/photo to another Map of BG village Owl babies – own story based in woodlands.</p>

YEAR A AUT 2	EY VICTORIANS	Y1 VICTORIANS History	Y2 VICTORIANS History
Focus	<p><b>EYFS 30-50 months Understanding the World: People and Communities</b></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><b>Changes beyond living memory – How do we know what life was like in Victorian times? Compare life as a child in Victorian times and modern day.</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• extend historical terms</li> <li>• extend chronological knowledge</li> </ul>	<p><b>Changes beyond living memory – with aspects of change in national life. How do we know what life was like in Victorian times? Compare life as a child in Victorian times and modern day. Life of significant individual – Queen Victoria</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> </ul>
Suggested Activities	<p>Role play and dress up in olden day clothes; discuss olden artefacts. Ask for photos from home to make photographic time lines of the child's life and/or family tree. Interview a grandparent to develop an understanding of past time and to help compare to differences in modern day. Visit Museum</p>	<p>Why are they called Victorian times? Different aspects of life for Victorian children – school, work, clothes, play. How does it compare to modern day?</p>	<p>Where would Victorian times go on a timeline? Why are they called Victorian times? Different aspects of life for Victorian children – school, work, clothes, play. How does it compare to modern day?</p>
Eco School & Woodland	<p>Seasonal changes Local woodland environment and habitats</p>	<p>Seasonal changes Trees &amp; seeds</p>	<p>Seasonal changes Trees &amp; seeds</p>

YEAR A SPR 1	EY SPACE	Y1 SPACE History	Y2 SPACE History
Focus	<p><i>EYFS 40-60 months Understanding the World: People and Communities</i></p> <p><b>The Learner:</b> <i>Enjoys joining in with family customs and routines.</i></p>	<p><b>Significant event from the past – with aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>• <i>Space travel &amp; moon landings</i></li> </ul> <p><b>Significant person from history – Neil Armstrong</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• <i>seasonal changes</i></li> <li>• <i>extend historical terms</i></li> <li>• <i>extend chronological knowledge</i></li> </ul>	<p><b>Significant event from the past – with aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>• <i>Space travel &amp; moon landings</i></li> </ul> <p><b>Significant person from history – Neil Armstrong</b></p> <p><b>Ongoing:</b></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> </ul>
Suggested Activities	<p>Look at history of space travel. Create large cardboard rocket ships and role play area for astronauts and space station. Talk about famous historical figures (astronomers to astronauts)</p> <p>Talk about the solar system: sun, earth and the planets.</p>	<p>How do we know about the space travel and the moon landings? Look at the history of space travel. Hot seat Neil Armstrong and rest of crew.</p>	<p>How do we know about the space travel and the moon landings? Look at the history of space travel. Hot seat Neil Armstrong and rest of crew.</p> <p>How has space travel changed our lives?</p> <p>Fit space travel onto a timeline comparing with Queen Victoria, what else can we put on our time line?</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>	Weather study continued	Weather study continued

YEAR A SPR 2	EY FOOD & FARMING	Y1 FOOD & FARMING Geography/History	Y2 FOOD & FARMING 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>Place knowledge – locating different food producing areas</i></p> <p><i>Geographical skills</i></p> <ul style="list-style-type: none"> <li>• use atlases</li> <li>• key human and physical features of food producing areas</li> </ul> <p><i>Ongoing:</i></p> <ul style="list-style-type: none"> <li>• seasonal changes</li> <li>• basic geographical vocabulary</li> </ul>	<p><i>Locational knowledge of world –7 continents</i></p> <p><i>Place knowledge – locating different food producing areas</i></p> <p><i>Geographical skills</i></p> <ul style="list-style-type: none"> <li>• use atlases</li> <li>• key human and physical features of food producing areas</li> </ul> <p><i>Ongoing:</i></p> <ul style="list-style-type: none"> <li>• seasonal and daily weather patterns in UK</li> <li>• basic geographical vocabulary</li> </ul>
Suggested Activities	<p>Study farm animals and features of farms Look at locally grown fruits and vegetables, sort and identify. Make salads, soups, fruit and vegetable skewers. Walk to local farm.</p>	<p>Study of where our food comes from, looking at different national foods. Fair trade <a href="#">Link to DT – devising eg a pizza and making it</a> <a href="#">Link to maths - weighing</a></p>	<p>Study of where our food comes from, looking at different national foods. Look at the impact of carbon footprint of foods. Fair trade Seasonal &amp; local food choices. <a href="#">Link to DT – devising a menu and making it</a> <a href="#">Link to Computing – produce a menu</a> <a href="#">Link to maths - weighing</a></p>
Eco School & 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>	<p>Visit BCA for lambing</p>	<p>Visit BCA for lambing</p>

YEAR A SUM 1	EY HOMES	Y1 HOMES Geography & History	Y2 HOMES Geography & History
<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>Locational knowledge of world</b> – continents, 5 oceans whilst looking at homes in different parts of the world.</p> <p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use atlases</li> <li>• key physical features of different areas</li> </ul> <p><b>Changes through time</b></p> <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>Locational knowledge of world</b> – locate hemispheres, continents, 5 oceans whilst looking at homes in different parts of the world.</p> <p><b>Geographical skills &amp; fieldwork:</b></p> <ul style="list-style-type: none"> <li>• use atlases</li> <li>• key physical features of different areas</li> </ul> <p><b>Changes through time</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>
<b>Suggested Activities</b>	<p>Literacy link to familiar stories: Three Little Pigs, There Was an Old Women, Hansel and Gretel etc. Look at different types of materials; natural and man-made. Plan, design, and build model houses using different materials: card, sticks, straw, rock, clay etc. Sketch and label a map of your house and room.</p>	<p>Features of different types of buildings. Looking at ‘national’ styles of homes and different houses in locations affected by environment eg stilts. Timeline of homes through the ages – relate to events/people previously covered. <a href="#">Link to maths – data handling of types of homes we live in (flat, bungalow, detached, semidetached )</a></p>	<p>Features of different types of buildings. Looking at ‘national’ styles of homes and different houses in locations affected by environment eg stilts. Timeline of homes through the ages – relate to events/people previously covered. <a href="#">Link to maths – data handling of types of homes we live in (flat, bungalow, detached, semidetached )</a></p>
<b>Eco School &amp; Woodland</b>	<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>	<p>Different types of homes in BG</p>	<p>Survey of homes in BG</p>

YEAR A SUM 2	EY CIRCUS	Y1 CIRCUS History	Y2 CIRCUS History
<b>Focus</b>	<p><b>EYFS ELG</b>  <i>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.</i></p>		<p><i>Changes through time</i></p> <p><b>Ongoing:</b></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> </ul>
<b>Suggested Activities</b>	<p>Build a traditional "big tent" circus for role play  Links to PE: learn some traditional circus skills (tight rope walking, juggling, old fashion fun fair games).  Observe and discuss old fashion circus advertisements and create our own.</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>		