

Geography

Development Matters links:

- **Draw information from a simple map.**
 - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
 - Familiarise children with the name of the road, and or village/town/city the school is located in.
 - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
 - Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
- **Recognise some similarities and differences between life in this country and life in other countries.**
 - Teach children about places in the world that contrast with locations they know well.
 - Use relevant, specific vocabulary to describe contrasting locations.
 - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.
 - Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.
- **Explore the natural world around them.**
 - Provide children with have frequent opportunities for outdoor play and exploration.
 - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
 - Create opportunities to discuss how we care for the natural world around us.
 - Offer opportunities to sing songs and join in with rhymes and poems about the natural world.
 - After close observation, draw pictures of the natural world, including animals and plants.
 - Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
- **Recognise some environments that are different from the one in which they live.**
 - Teach children about a range of contrasting environments within both their local and national region.
 - Model the vocabulary needed to name specific features of the world, both natural and made by people.
 - Share non-fiction texts that offer an insight into contrasting environments.
 - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Autumn

Composites:

- Understand where are we in the world- Where do we live? Where is our school? Where do different animals live?
- Understand different seasons- comparing (focussing on Summer and Autumn)
- Drawing 'treasure trail' maps on either Scarecrow's Wedding/ Bear Hunt, adding some detail, e.g. water, trees etc.
- Comparing where we live compared to jungle and sea habitats

Components:

- Know that we see/ hear/ smell different things depending on the seasons- Visit the school forest to observe the changes on the trees and use 5 senses to describe what has changed: temperature, amount of birds etc.
- Know that our local landscape changes depending on seasons-Take photographs of changing seasons from Summer through to Autumn and Winter.
- Know that maps can contain certain details such as trees, water etc- Go on a Bear Hunt trail or Scarecrow's Wedding trail around the school and then children to draw a representation of the route they took around the school, adding details such as trees, trim trail etc.
- Know that the months of September, October and November are in the season of Autumn.
- Know that Autumn is one of the four seasons which comes after Summer and before Winter.
- Know that, in Autumn, the temperature cools down and the hours of daylight get shorter so it is darker earlier than in Summer.

Spring

Composites

- Understand the location of Antarctica/ Arctic? Is it similar to where we live? Why/ why not?
- Gather information from a simple map (land/ sea)
- Drawing and using maps of our world and environment.
- Understanding how to care for our environment- keeping plants and animals safe
- To discuss where we are- Dallimore School, Kirk Hallam, Ilkeston, England, UK, Europe, World

Components:

- Know that there are four seasons - Autumn, Winter, Spring, Summer Know that Winter includes the months of December, January and February
- Know that in Winter the weather is usually cold and wet. When the temperature falls below 0 degrees Celsius then water freezes (turns solid)
- Know that there may be frost on your windows (e.g. in the car) in the mornings and at night and the pavement or road may be slippery
- Know that snow sometimes falls in winter
- Know that there are fewer daylight hours in Winter which means there is more darkness.
- Know that Antarctica and the Arctic are the top and bottom points on a world map/ globe.
- Know that information to do with climate about the Arctic and Antarctic can be retrieved from non-fiction books.
- Know that where we live in the UK has a different climate to Polar Regions.
- Explore ice and temperature and what people would need to wear to visit the Polar Regions.

Summer

Composites

- Create maps of the school
- Investigate Handa's village. Compare to ours Where would it be on the map?
- Think about climates in different parts of the world- what animals live in those places and why?
- Know the 4 countries of the UK.

Components:

- Know that there are four seasons - Autumn, Winter, Spring, Summer.
- Know that Summer includes June, July, August
- Know that Summer is the hottest of the four temperate seasons, falling after spring and before autumn.
- Know that the temperature around the UK rises and there is usually less rain than at any other time of the year.
- Know that in the summer, there are more hours of daylight. This means it gets lighter earlier in the morning and the evenings are lighter until later.
- Know that the school looks different from above and able to build on previous knowledge by drawing more accurate maps of the school, thinking about buildings and important landmarks around the school.
- Know that Africa is the big land in the middle of most maps.
- Know that the people who live there lead different lives by reading non-fiction texts, discussing similarities/ differences to England.
- Know that between photos, commenting on clothing, surrounding area is extremely dry and hot compared to the UK and water does not fall regularly.

- Know that many trees shed their leaves in Autumn and that the leaves change colour from green to brown.
- Know that some trees don't lose their leaves at all as they keep them all year.
- Know that many animals hibernate during Autumn and Winter including hedgehogs, bears etc.
- Know that hibernate means to sleep through a long period of time.
- Know that in jungle habitats, the climate is hotter and the animals are different to those in the UK.
- Know where water is on a map
- Know where wooded and jungle areas are on a map

Cycle 1:

Autumn Term 1 & 2- Julia Donaldson: The Scarecrow's Wedding (map drawing), Stickman (seasons and locations), Tiddler (ocean habitat), Monkey Puzzle (Jungle habitat).

Cycle 2:

Autumn Term 1 & 2- Story Bears: We're going on a Bear Hunt (map drawing)

- Use maps and globes to point out land and ocean; hot and cold countries.
- Begin to explore global warming and the effects it is having on humans, plants and animals. Discuss what humans must do to reduce the effect of global warming to save our planet.
- Know what they can find in their local area - shops, houses, park etc.
- Know that they live in the country of England
- Know that Derby is a town in the middle of England
- Know that a map is a drawing of an area from above
- Know how to locate the UK on a map of the world.

Cycle 1:

Spring Term 1- Winter/Polar Regions:

Charlie Crow in the Snow (seasons), Polar Bears Home (Global Warming, Polar Regions), The Night Iceberg (Polar Regions), Henry's Holiday (comparing hot and cold places)

Spring Term 2- Fairytales:

Jack and the Beanstalk (plant growth)

Cycle 2:

Spring Term 1: See above

Spring Term 2: Dinosaurs

- Know that there are different animals who live in Africa and we tend to see these animals in zoos in the UK. (Can children remember any other countries/ continents on the globe? What animals live in these places? What is the climate like?)
- Know that the UK is made up of 4 countries and begin to pinpoint these countries on a map of the UK.

Cycle 1:

Summer Term 1- Spring and Growth:

The Crunching Munching Caterpillar (life cycle), The Growing Story (seasons and growth)

Summer Term 2- Hot Countries and the Seaside:

Handa's Surprise (comparing hot countries and animal habitats), Lucy and Tom at the Seaside (climate in Britain, comparing)

Cycle 2:

Same as above