|  | Nursery | Reception | Year | Year 2 |
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| Autumn 1 <br> Key texts <br> Skills <br> ProgressionKey <br> Vocabulary <br> Trips \& Visitors | Hug <br> Where's Spot? <br> Come on Daisy <br> -Seasons - Signs of Autumn, <br> -Celebrations, special <br> events - Harvest <br> UW-The World: <br> $30-50 \mathrm{~m}$ - comments and asks questions about aspects of their familiar world/ developing understanding of changes over lime. <br> $40-60 \mathrm{~m}$ - looks closely at similarities, differences, patterns and change. -earning walk | Supertato <br> Jaack and the beanstalk <br> -Noticing palterns and change <br> -People who help us <br> -Looking at different ways of life and occupations. <br> -Looking at the body <br> -Harvest <br> ELG - UW: <br> PC - knows similarities and differences between themselves and others; and among families, communities and traditions. <br> The World - knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. <br> Police visit <br> Nurse visit | The Farmer Duck <br> A squash and a squeeze <br> The Little Red Hen <br> Locational/ place knowledge <br> Human and physical <br> geography - Corby, seasons Geographical skills and fieldwork <br> -Identifies 4 seasons and their typical weather palterns. -Uses observational skills to study human and physical features of the school's local environment/ a farm. <br> -devising/ using a map <br> -Harvest - Autumn <br> -Spring, Summer, Autumn, <br> Winter <br> -a map <br> -school, shed, field, tree, <br> playground/ a farmhouse, field, pond, barn, pigs sty, vegetation, crops, orchard <br> Diwali workshop <br> Autumn walk/walk in the community | Toby and the Great Fire of London Locational knowledge <br> Geographical skills and fieldwork -Locating 4 countries and capital cities, <br> Corby <br> -Maps and aerial photographs <br> -Locate great fires <br> -United Kingdom, Great Britain, England London, Scolland - Edinburgh, <br> Wales - Cardiff, Northern Ireland - <br> Belfast <br> -London, Hamilton (Scotland), Pontypridd <br> (Wales) <br> Local walk - Houses |
| Autumn 2 <br> Key texts <br> Skills <br> ProgressionKey <br> Vocabulary <br> Trips \& Visilors | The elves and the shoemaker You Choose -Celebrations, special events - Diwali, Bon fire night, Children in need, Christmas UW-The World: <br> $30-50 \mathrm{~m}$ - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time. <br> $40-60 \mathrm{~m}$ - looks closely at similarities, differences, patterns and change. | Owl babies <br> Little Red Riding Hood <br> -Discussing observations of animals and plants <br> -Life cycles <br> -Showing care and concern for living <br> things <br> -Celebrations/special events (Diwali, <br> Bonfire night, children in Need and <br> Christmas) <br> ELG - UW: <br> PC - knows similarities and differences between themselves and others; and among families, communities and traditions. <br> The World - knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. <br> An owl man | Cops and robbers <br> The Jolly Christmas postman Locational knowledge Human and physical geography Geographical skills and fieldwork <br> -Name, locate and identify characteristics of the four countries of the UK. <br> -Uses maps, allases and globes to identify UK and its countries. <br> - Uses aerial photos and plans to recognise landmarks and basic human and physical features (map of London) UK, Great Britain, <br> England - London, Scotland, Wales, Northern Ireland, capital city, flag/ India Asia (Diwali) <br> Carol singing in the local environment - map | Paddinglon <br> Locational knowledge <br> Place knowledge <br> Human and physical geography <br> Geographical skills and fieldwork <br> -Sorting London key places- physical features/ human features <br> -Compare human/ physical features to where Paddington comes from <br> -Map skills- finding features on a grid <br> map <br> -Map skills- creating a grid map of London- keys/physical/ human features -To use map to write instructions for <br> Paddinglon <br> -Seasons/weather-Paddington's home to London look at equator/ continents -Seasons in the UK <br> -Asia, Agrica, North and south America, Antarctica, Europe and Australia. -physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. |


|  |  |  |  | -human - city, town, village, factory, farm, house, office, port, harbour, shop. |
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| Spring I <br> Key lexts <br> Skills <br> ProgressionKey <br> Vocabulary <br> Trips \& Visitors | Brown, Brown Bear <br> Hairy Maclary <br> -Seasons - Signs of winter <br> Celebrations -Chinese New <br> Year <br> -Different ways of life and occupations - cullures and jobs <br> UW-The World: <br> $30-50 \mathrm{~m}$ - comments and asks questions about aspects of their familiar world/ developing understanding of changes over lime. <br> $40-60 \mathrm{~m}$ - looks closely at similarities, differences, palterns and change. <br> Learning walk | Whatever next <br> Goldilocks and the three bears <br> Space/planets <br> ELG - UW: <br> PC - knows similarities and differences between themselves and others; and among families, communities and Iraditions. <br> The World - knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. <br> Rocket launch | The journey home <br> There is a Rang-Tang in my bedroom <br> Michael Recycle <br> Locational knowledge <br> Place knowledge - China <br> Human and physical <br> geography <br> Geographical skills and fieldwork <br> - Animals on cold and hot continents - North and south <br> Pole/ Asia <br> -Human and physical features across continents <br> -Global warming, ways to save the planet <br> -Names the seven continents. -Uses 4-point compass directions, North and South Pole <br> -name and locate 7 continents <br> -North and South Pole <br> -Asia, Agrica, North and South America, Antarctica, Europe and Australia, seas, oceans -North and South Pole <br> -North, South, East, West <br> -physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. <br> -human - cily, town, village, factory, farm, house, office, port, harbour, shop. <br> Chinese dancer | Amazon/ Jumanji <br> Locational knowledge <br> Place knowledge <br> Human and physical geography <br> Geographical skills and fieldwork <br> - Animals around the rounds- continents/ equator <br> - Animals around the rounds- continents/ equator- why are animals suited in certain places <br> -Asia, A frica, North and south America, <br> Antarctica, Europe and Australia <br> -Equator |
| Spring 2 <br> Key texts <br> Skills <br> ProgressionKey <br> Vocabulary <br> Trips \& Visilors | Each Peach Pear Plum The 3 Billy Goats Gruff -Changes - Growth and decay -Different occupations and ways of life <br> -Celebrations - Mother's Day. Easter, Comic relief UW-The World: $30-50 \mathrm{~m}$ - comments and asks questions about aspects of their familiar world/developing understanding of changes over lime. | The three little pigs <br> Tiddler <br> -Materials and properties (palterns and changes) <br> -Houses and homes (people and communities) <br> ELG - UW: <br> PC - knows similarities and differences between themselves and others; and among families, communities and traditions. <br> The World - knows about similarities and differences in relation to places, | Tiger who came to tea. <br> Handa's Surprise <br> Locational knowledge <br> Human and physical <br> geography <br> Geographical skills and fieldwork <br> -Uses basic geographical vocabulary relating to key physical features of a village in Kenya <br> -Uses basic geographical vocabulary relating to key | Gretta and the giants - <br> Greta Thunberg <br> Locational knowledge <br> Human and physical geography <br> Geographical skills and fieldwork <br> -Rainforests around the world- continents <br> and the water systems (oceans) <br> -Deforestation <br> -Impacts Climate change <br> -Rain forest, Amazon, Environment, eco- <br> system, eco-friendly, de forestation, survive |


|  | 40-60m - looks closely at similarities, differences, patterns and change. | objects, materials and living things; talk about features of own immediate environment and how environments may <br> vary. <br> Sundown adventure land/Farm <br> Looking after a fish | human features of a village in <br> Kenya <br> -UK vs contrasting non- <br> European country <br> (Kenya - Equator) <br> -Equator and hot areas of the world <br> -physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley. vegetation, seasons and weather. <br> -human - city, town, village, factory, farm, house, office, port, harbour, shop. $\qquad$ <br> Pippa Pixley - an author and a conservationist? |  |
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| Summer I <br> Key texts <br> Skills <br> ProgressionKey <br> Vocabulary <br> Trips \& Visilors | Jasper's Beanstalk <br> Dear Zoo <br> Plants, changes and life cycles, <br> Growth and decay <br> Concern for living things <br> UW-The World: <br> $30-50 \mathrm{~m}$ - comments and asks questions about aspects of their familiar world/ developing understanding of changes over lime. <br> $40-60 \mathrm{~m}$ - looks closely at similarities, differences, patterns and change. Chicks? | Dinosaurs love underpants <br> The Gingerbread man <br> -Excavation activities/archaeology <br> -Dinosaur facts <br> -Archaeologist job (PC) <br> ELG - UW: <br> PC - knows similarities and differences between themselves and others; and among families, communities and traditions. <br> The World - knows about similarities and differences in relation to places, objects, materials and living Hhings; talk about features of own immediate environment and how environments may vary. <br> Martin Smith - Dinosaurs? | Can't you sleep litte bear? <br> We are going on a bear hunt. Locational knowledge Human and physical geography Geographical skills and fieldwork <br> - Earth, Sun, Moon - length of the day/ night during seasons <br> -Signs of spring <br> - Map to find the bear's cave, use of symbols in the key North, South, East, West, near, far, left, right, symbols, key Walk to the woods | Olympics <br> Locational knowledge? <br> Place knowledge? <br> Human and physical geography? <br> Geographical skills and fieldwork? <br> -Localing previous Olympics on the world <br> map <br> -Using maps. <br> -Using aerial photos and plans to recognise landmarks and basic human and physical features. <br> -Naming and locating 7 continents, |
| Summer 2 <br> Key texts <br> Skills <br> Progression <br> Key Vocabulary <br> Trips \& Visitors | The Very Hungry Caterpillar The Train Ride <br> Seasons - Signs of summer <br> Changes and life cycles <br> UW-The World: <br> 30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over lime. <br> $40-60 \mathrm{~m}$ - looks closely at similarilies, differences, patterns and change. -earning walk Butter flies - insect lore? | The Gruffalo <br> Hansel and Gretel <br> -Labelling parts of plants <br> -Life cycle of a plant <br> - Woodland animals <br> -Minibeasts <br> -Discuss summer holidays (PC) <br> ELG - UW <br> PC - knows similarities and differences between themselves and others; and among families, communities and traditions. <br> The World - knows about similarities and differences in relation to places, objects, materials and living things; talk | Somebody swallowed Stanley? <br> Sharing a shell <br> Rainbow fish <br> Locational knowledge <br> Human and physical <br> geography <br> Geographical skills and fieldwork <br> -Identifies daily weather patterns. <br> - Name and locate 5 oceans <br> - Physical and human feat of the seaside | Twisted: Jack and the beanstalk, The three <br> little pigs <br> Locational knowledge <br> Human and physical geography <br> Geographical skills and fieldwork <br> -Houses around the world- why are they <br> different? <br> -Animals in the UK forests- recap UK <br> areas <br> United Kingdom, Great Britain, England - <br> London, Scolland - Edinburgh, <br> Wales - Cardiff, Northern <br> Ireland - Belfast, English Channel, North <br> Sea, Irish Sea, Allantic Ocean, North, |


|  |  | about features of own immediate environment and how environments may vary. $\qquad$ <br> Walk to the woods | -Describes location of features and routes on a <br> map. <br> -Plastic pollution <br> -Uses 4-point compass <br> directions. <br> - Uses directional language <br> appropriately. <br> -Uses aerial photos and plans to recognise landmarks and basic human and physical features. <br> Cliff, sea, beach, pier, North, South, East, West, near, jar, left, right, symbols, key Sea-life centre | South, East, West, near, far, left, right, symbols, key <br> Year 2 residential trip |
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