

	<u>Unit: Ourselves and Family</u> <u>Geog: The Local Park</u>	<u>EYFS</u>
	<u>Key Knowledge and Skills to consider/Learning Objectives</u>	<u>National Curriculum references:</u> <u>Skills to cover:</u> • Name and locate different parts of the local community. • Use the local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments. • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Use a range of sources such as simple maps and photographs. • Use real maps, electronic globes, plans of the classroom/school, local town, park, zoo, museum, story maps, etc. • Use a simple map with symbols to spot features in the school grounds or in the local community. • Draw and create their own maps using real objects, and/or pictures and symbols. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
	<u>Unit: Festivals</u> <u>Geog: Weather</u>	<u>EYFS</u>
	<u>Key Knowledge and Skills to consider/Learning Objectives</u>	<u>National Curriculum references:</u> <u>Skills to cover:</u> • Use a range of sources such as simple maps and photographs. • Look at signs and symbols on different types of maps for example in school, and the local community and on weather maps. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
	<u>Unit: 'Once Upon a Time'</u> <u>Geog: Houses/Communities/Environments</u>	<u>EYFS</u>

	<u>Key Knowledge and Skills to consider/Learning Objectives</u>	<u>National Curriculum references:</u> <u>Skills to cover:</u> • Name and locate different parts of the local community. • Use the local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments. • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Use a range of sources such as simple maps and photographs. • Use real maps, electronic globes, plans of the classroom/school, local town, park, zoo, museum, story maps, etc. • Look at signs and symbols on different types of maps for example in school, and the local community and on weather maps. • Use a simple map with symbols to spot features in the school grounds or in the local community. • Draw and create their own maps using real objects, and/or pictures and symbols. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
	<u>Unit: Who Lives Where?</u> <u>Geog: Habitats</u>	<u>EYFS</u>
	<u>Key Knowledge and Skills to consider/Learning Objectives</u>	<u>National Curriculum references:</u> <u>Skills to cover:</u> • Name and locate different parts of the local community. • Express their opinions on natural and built environments. • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Use a range of sources such as simple maps and photographs. • Use real maps, electronic globes, plans of the classroom/school, local town, park, zoo, museum, story maps, etc. • Look at signs and symbols on different types of maps for example in school, and the local community and on weather maps. • Use a simple map with symbols to spot features in the school grounds or in the local community. • Draw and create their own maps using real objects, and/or pictures and symbols. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.

	<u>Unit: How Have I Changed?</u> <u>Geog: Local Environment</u>	<u>EYFS</u>
	<u>Key Knowledge and Skills to consider/Learning Objectives</u>	<u>National Curriculum references:</u> <u>Skills to cover:</u> • Name and locate different parts of the local community. • Use the local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments. • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Use a range of sources such as simple maps and photographs. • Use real maps, electronic globes, plans of the classroom/school, local town, park, zoo, museum, story maps, etc. • Look at signs and symbols on different types of maps for example in school, and the local community and on weather maps. • Use a simple map with symbols to spot features in the school grounds or in the local community. • Draw and create their own maps using real objects, and/or pictures and symbols. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
	<u>Unit: At The Sea</u> <u>Geog: Seaside/Transport</u>	<u>EYFS</u>
	<u>Key Knowledge and Skills to consider/Learning Objectives</u>	<u>National Curriculum references:</u> <u>Skills to cover:</u> • Use the local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments. • Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. • Use a range of sources such as simple maps and photographs. • Use real maps, electronic globes, plans of the classroom/school, local town, park, zoo, museum, story maps, etc. • Look at signs and symbols on different types of maps for example in school, and the local community and on weather maps. • Use a simple map with symbols to spot features in the school grounds or in the local community. • Draw and create their own maps using real objects, and/or pictures and symbols. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.