

EYFS

Geography Overview

Equality

Diversity

Aspirations

| | Autumn | Spring | Summer |
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| Nursery | <p>Topic: Myself & My Family</p> <ul style="list-style-type: none"> -Noticing and counting patterns in outdoor area. -Instructions, how to get from one place to another. (We're going on a Bear Hunt) -Writing invitations for a visitor to come to our local area & school (We're going on a Bear Hunt). - Seasonal change. -Using my senses to describe my surroundings. | <p>Topic: Animals & Growing</p> <ul style="list-style-type: none"> - Developing pattern knowledge, measuring size of objects within an environment. -Vocabulary focus on natural environment (flower, plant, soil, hedge). Fieldwork focus. -Trip to the woods to find a Troll (Three Billy Goats Gruff). -Home Corner (Fruits and Vegetable shop - developing knowledge of human features of an environment). | <p>Topic: Food & My Local Area</p> <ul style="list-style-type: none"> - Caring for the environment - Pattern Becoming more independent with developing repeated pattern within the natural environment (ABAB). - Vocabulary continues to be a focus - human geography of our locality i.e. park, shop, post office, Newsham Park etc. - Food focus - Where does our food come from? Origins of trade knowledge. - Trip to the farm to see an alternative environment. - Ascribe meanings to marks they see in the environment. -Creating habitats out of junk modelling. |

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| Reception | <p>Topic: All about me & my family</p> <ul style="list-style-type: none"> -Where am I from? Where are my classmates from in the world? - What is Autumn? How does our environment look in Autumn? Weather / seasonal changes. - We're going to the Farmer's market - exploring alternate environments. - Exploration of local environment. | <p>Topic: Transport / Travel & stories</p> <ul style="list-style-type: none"> - Maths focus on positional language. - Creating, describing and developing knowledge of patterns. - Focus on travelling i.e. modes of transport, book focus Martha's maps. Following a map to travel. - Continued work on seasonal change - how does Spring differ to Autumn. - Plastic Pollution. Using recycled materials in junk modelling etc. - How do minibeasts help the environment? Fieldwork focus. - Local area walk to the park. Developing knowledge of our locality. Welly walk. | <p>Topic: Hot & cold, Liverpool</p> <ul style="list-style-type: none"> - Caring for our world. Continued work on recycling. - Vocabulary focus - hot & cold climates. Animals that suit different climates and what we would wear. -Vocabulary focus continued on human geography of a city location i.e. terraced, semi detached, church, cathedral etc. - Use books to learn about how animals are adapted to their environments. - Continued work on seasonal change - how does summer differ to Spring and Autumn? - Map focus - looking at our locality through different methods i.e. aerial view, Google maps etc. -Using our cityscape to create artwork. Vocabulary focus here on what a cityscape includes. - Farm visit |
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Equality – Through the teaching of history, promote the importance of equality for all.

Diversity – Raise an awareness of, and interest in, the cultural richness which surrounds us at St. Michael's and a fascination with our diverse city and the wider world.

Aspirations - Raise pupil's sense of identity and raise their aspirations through learning about significant individuals and events from the past