



Geography

Curriculum: Year A



EYFS Curriculum

Year A Topics: Ourselves, Autumn celebration, Transport, Traditional tales, Brown bear, Pirates.

Understanding the world

- Can recognise self and others,
 - can activate buttons, flaps and simple mechanisms,
 - can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.
 - Can use/ apply positional language linked to mathematics.

Informal

Red 2 Equals Scheme

Year A Topics: Knowing Me, 5,4,3,2,1 Blast Off, Pets, Over the rainbow, Octopus Garden, Ugly Bug ball.

PSED - Explore curriculum (linked to branches 1-4)

By the end of this curriculum pathway, pupils will be able to...

Self Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.

Community/Specialist provision:



	<ul style="list-style-type: none"> • Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices).
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Red 1</p> <p>Red 3</p> <p>(Years 1 & 2)</p>	<p><u>Autumn Explorers</u></p> <p>Place Knowledge Tamworth: community visits on bus to explore the town and key landmarks, identifying the purposes of different buildings / places</p> <p>Human & Physical geography Seasonal change Features of Autumn Observing changes to trees, animals etc</p> <p>Geographical Skills - Map skills / Field Work</p>	<p><u>Winter Warmers</u></p> <p>Locational Knowledge Locate poles on floor maps and globes</p> <p>What is the weather like in the poles?</p> <p>Identify clothing needed for cold climates</p> <p>Human & Physical geography Identify features of cold places and the animals that live there.</p>	<p><u>To Infinity and Beyond</u></p> <p>Place knowledge Link transport types to surfaces / routes (trains on train track, cars and buses on roads, boats on water etc.)</p> <p>Transport survey</p> <p>Geographical Skills - Map skills / Field Work Use aerial image of school</p> <p>Identify features -playground - building - car park - roads</p>	<p><u>Knight Fever</u></p> <p>Place knowledge Visit to Tamworth Castle</p> <p>Find castle on google maps aerial view.</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What does the castle look like?</p> <p>Visit to Tamworth Castle</p> <p>Observational skills – walk around castle and using PODD</p>	<p><u>Pirates</u></p> <p>Locational knowledge Identifying oceans and lands on Beebot pictorial treasure island map</p> <p>Human & Physical geography</p> <p>Identifying physical features on Beebot pictorial treasure island map</p> <ul style="list-style-type: none"> - Land - Ocean - Sand - Trees - Cave - Volcano 	<p><u>The Land of Rhyme</u></p> <p>Human & Physical geography Identify features within rhymes Jack and Jill – hill Humpty Dumpty – wall Grand old duke of York – hill</p> <p>Geographical Skills - Map skills / Field Work Where can Humpty sit ?</p> <p>Find places for Humpty to sit</p>



Two Rivers Geography Curriculum

	<p>Is it Autumn ?</p> <p>Find signs of autumn, to develop geographical vocabulary, observation and recording skills. - evidence take photographs, draw pictures, make models, or add information to maps to record what they notice.</p>	<p>Geographical Skills - Map skills / Field Work</p> <p>What do I need to wear on a snowy day?</p> <p>Find signs of winter to develop geographical vocabulary</p> <p>Use senses to describe winter</p> <p>Select clothes to wear on a cold winters day</p> <p>Encourage children to explain why</p> <p>See also History Curriculum</p>	<p>Match photographs of features to aerial images</p> <p>Label features using CIP symbols</p> <p>See also History Curriculum</p>	<p>communication mats verbally label parts of the castle - physical location of castle on a hill -doors - walls - windows - materials used in construction of castle eg stone and wood</p> <p>Compare to own home Does my home have -doors - walls - windows - materials used in construction of own home</p> <p>Compare similarities and differences between castle and own home</p> <p>Comparing of old and new buildings cross curricular links with history</p>	<p>- Lake</p> <p>Use directional language to move pirates around the island - Forwards - Backwards - Turn</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Where is the treasure?</p> <p>Find pirate treasure around the school.</p> <p>Record places treasure was found on map of school</p> <p>Give verbal instruction of - Forwards - Backwards - Turn</p> <p>To direct people from classroom to their favourite treasure</p>	<p>Evidence take photographs</p> <p>Add pupil voice to explain why this is a good place for Humpty</p> <p>See also History Curriculum</p>
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Two Rivers Geography Curriculum

				See also History Curriculum	Which location did they like ? Why? See also History Curriculum	
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Informal Curriculum – EQUALS

Yellow 2

Year A Topics: Planes, Trains and Automobiles, Lets celebrate, To the moon and back, We're going to the zoo, Do you believe in magic? Fun in the sun.

The World

Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately.

Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences.

Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling appropriate related language using communication systems with pupil and others
- Visuals with specific vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- A range of objects to explore during free-play, including home corner role play such as cooking and household equipment where adults model their use and function.
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Playground: exploration of their environment, with lots of plants and flowers to explore
- Cooking sessions to practice using specific tools for appropriate purpose
- Weekly sessions to the forest school to explore natural objects, plants and gardening
- Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.
- Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day.
- Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
- Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.

Community/Specialist Provision:

- Visits to the garden to explore plants and natural objects
- Visits to local farms/ zoos to see animals
- Animals to come and visit the school to interact with



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1</p> <p>Yellow 3</p> <p>Yellow 4</p> <p>(Years 3 & 4)</p>	<p><u>Journeys</u></p> <p>Locational Knowledge</p> <p>Locate on a world map all the places children and staff have visited around the world.</p> <p>Create a top 3 list features about the places located – focus on weather, physical and human landmarks</p> <p>Place Knowledge</p> <p>Transport and journeys in the UK</p> <p>Transport in the UK KS2 Geography Year 3 and Year 4 - BBC Bitesize</p> <p>Geographical Skills - Map skills / Field Work</p>	<p><u>Frozen Planet</u></p> <p>Locational Knowledge</p> <p>Identify daily changes in weather.</p> <p>Identify seasonal changes across a year.</p> <p>Recognise weather symbols.</p> <p>Explain some dangers of the weather.</p> <p>Place knowledge</p> <p>Develop understanding of the Equator</p> <p>Introduce Arctic and Antarctic Circles</p>	<p><u>Amazing Animals</u></p> <p>Locational Knowledge</p> <p>Animals from around the world. Use of maps. Labelling continents and countries.</p> <p>Human & Physical Geography</p> <p>Identification of weather Biomes needed for animals to survive</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Where in the world would you find a ...?</p> <p>Identify continents and oceans of the world</p>	<p><u>Out of this world</u></p> <p>Human & Physical geography</p> <p>Daily calendar/timetable /weather chart</p> <p>Introduce meteorological weather symbols</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What does school look like from above ?</p> <p>Use aerial images of school and local area</p> <p>-Use aerial maps</p> <p>-Identify features</p> <p>-label features using OS symbols</p> <p>See also History Curriculum</p>	<p><u>Terrific Time Travellers</u></p> <p>Locational Knowledge</p> <p>Roman Empire-mapping</p> <p>Identify and label countries of the world the Roman Empire covered</p> <p>Place knowledge</p> <p>Explore Italy today and identify on map</p> <p>Explore: Italy Booklet KS2 (teacher made) - Twinkl</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Roman Invasion</p> <p>Map skills</p>	<p><u>Colour, Shimmer & Shine</u></p> <p>Locational Knowledge</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans. Flags from around the world</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What do the colours mean on a map?</p> <p>Use large scale OS maps</p> <p>What colours are use to show</p> <p>Water</p> <p>Land</p> <p>Woodland</p> <p>Roads</p>



Two Rivers Geography Curriculum

	<p>What's outside our school? Draw / add symbols to maps showing things in the street outside school</p> <p>Include 2 figure grid references on maps</p> <p>Pupils to create own risk assessment how you can keep safe when out of school and near a road</p> <p>See also History Curriculum</p>	<p>Locate hot and cold countries of the world.</p> <p>Make comparisons between different places studied.</p> <p>Human And Physical Geography</p> <p>Biomes, name the different and identify features of each</p> <p>Biomes - BBC Bitesize</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What is the weather today?</p> <p>Record weather daily using observations and record on class weather chart using CIP symbols</p>	<p>Where are the hot / cold paces, children to identify polar regions and equator</p> <p>Using geographical knowledge of polar and equator, children to say which animals live where and why?</p>		<p>Use floor maps, and atlases Map Roman Invasions from Italy to different locations around the world using 2 figure grid references and 4 point compass.</p> <p>See also History Curriculum</p>	<p>Motorways Draw and colour own map</p>
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Two Rivers Geography Curriculum

		<p>Take detailed measurements for temperature in different places around school or at different times</p> <p>Compare where is the warmest place outside</p> <p>Why?</p> <p>See also History Curriculum</p>				
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Informal Curriculum – EQUALS

Blue 2

Year A Topics: Journeys, Winter festivals of light, Magic Carpet Ride, Amazing Animals, Who do you think you are? We're all going on a summer holiday.

The World

Pupils will be able to move around their environment confidently, naming different places in their home, school and community.

Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time.

Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world.

Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.

Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling geographical language using communication systems with pupil and others
- Communication boards with specific vocab to be out at related play set ups
- Open ended play set ups that encourage children to investigate and problem solve.
- A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Regular forest school sessions to help understand how to grow and look after plants. Pupils use personal timetables to help transitions and can move independently to a session if it is in another space e.g. music, soft play.
- Students doing jobs independently around school to practice transitioning to different places more independently with adult support.
- Children encouraged to use communication aids to request items which are not present.

Community/Specialist Provision:

- Visits to the garden to take part in Forest school-based sessions
- Visits to local farms/ zoos to learn about animals, life cycles and habitats
- Animals visit school for children to learn how to care for them
- Community trips to visit local areas of interest. Looking at maps and signs in the community for directions
- Shopping trips to buy resources for school. Recognising the shop signs and using lists to find the things they need.



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Egyptians</u></p> <p>Locational Knowledge / Where in the world is Egypt? Location of Key features River Nile, Pyramids, Cairo capital city Egypt.</p> <p>Which continent is Egypt on?</p> <p>What sea is next to Egypt?</p> <p>Place knowledge</p> <p>What is Egypt like today Year 4 HASS Geography Africa and South America Lesson 4</p> <p>Human and Physical Geography</p>	<p><u>Lights, Camera, Action!</u></p> <p>See History Curriculum</p>	<p><u>Space – 5,4,3,2,1</u></p> <p>Locational Knowledge / Place knowledge</p> <p>Tim Peake Neil Armstrong Where was he born ? Where did he live?</p> <p>Identify places on map</p> <p>Geographical Skills - Map skills / Field Work Around the world</p> <p>Map skills Use floor maps, and atlases Map journeys around the world using 4 figure grid references and 8 point compass.</p> <p>Visiting continents, countries and</p>	<p><u>Righteous Royals</u></p> <p>See History Curriculum</p>	<p><u>Magic</u></p> <p>Human and Physical geography Comparing landscapes and places Identifying on map of world Naming landforms</p> <p>Comparing Places link to environments in Harry Potter City- London Mountains Lakes</p> <p>tp2-g-034-planit-geography-year-5-magnificent-mountains-planning-overview ver 1.pdf</p>	<p><u>Groovy Greeks</u></p> <p>Locational Knowledge / Where in the world is Greece.? Location of Key features Capital City Athens, Mount Olympus,</p> <p>Which continent is Greece on?</p> <p>Which sea / ocean is next to Greece?</p> <p>Place Knowledge</p> <p>What is Greece like today ?</p> <p>KS1 Greece Activity Booklet - KS1 (teacher made) - Twinkl See also History Curriculum</p>



Two Rivers Geography Curriculum

	<p>Sorting images of Egypt into Human and Physical features</p> <p>Human and Physical Features of Egypt Sorting Activity</p> <p>See also History Curriculum</p>		<p>oceans around the world</p> <p>See also History Curriculum</p>		<p>Geographical Skills - Map skills / Field Work</p> <p>What is around us?</p> <p>Create a simple sketch map to show the land of the local area</p> <p>Include</p> <ul style="list-style-type: none">-title-key-map symbols-compass-colours to show similar features eg blue for water orange for buildings <p>Lesson Plan Sketch Maps.pdf</p> <p>See also History Curriculum</p>	
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Geography

Curriculum: Year B



EYFS Curriculum

Year B Topics: Ourselves, Snow and ice, Food, Dinosaurs, Animals, Nursery Rhymes

Understanding the world

- Can recognise self and others,
- can activate buttons, flaps and simple mechanisms,
- can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.

Informal

Red 2 Equals Scheme

Year B Topics: Nursery rhymes, winter wonderland, bucketful of dinosaurs, tickets please transport, Food glorious food, down in the jungle.

PSED - Explore curriculum (linked to branches 1-4)

By the end of this curriculum pathway, pupils will be able to...

Self-Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.

Community/Specialist provision:



Two Rivers Geography Curriculum

	<ul style="list-style-type: none"> • Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices).
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Red 1</p> <p>Red 3</p> <p>(Years 1 & 2)</p>	<p><u>Africa</u></p> <p>Place knowledge /</p> <p>What is it like to live in Africa? Homes Weather Clothing Diet</p> <p>Please ensure developed side of Africa and developing side are taught to avoid stereotyping</p> <p>Geographical Skills - Map skills / Field Work How to get to Africa?</p>	<p><u>Celebrations</u></p> <p>Human and Physical geography Weather discussions and observations about seasonal weather.</p> <p>Geographical Skills - Map skills / Field Work What's the weather today? Observing and recording daily weather using CIP symbols.</p>	<p><u>Once Upon a Time</u></p> <p>Geographical Skills - Map skills / Field Work Where did the mouse go? Use Gruffalo story Visit Gruffalo trail at Twycross Create Linear picture maps of mouses journey</p> <p>See History Curriculum</p>	<p><u>The Land Before Time</u></p> <p>See History Curriculum</p>	<p><u>Starry Night</u></p> <p>Locational knowledge Children to explore directions</p> <p>Geographical Skills - Map skills / Field Work Where are the stars? Find coloured or numbered stars around the school. Place stars on map of school to</p>	<p><u>Under the Sea</u></p> <p>Place knowledge Identifying the different land and ocean masses on maps, atlases and globes Introduce the names of the oceans around the world.</p> <p>Human and Physical Geography Pollution of the oceans Ocean habitats</p>



Two Rivers Geography Curriculum

	<p>Use floor maps to find UK and Africa.</p> <p>Use small world transport toys to move from UK to Africa.</p> <p>How would you like you to travel to Africa? Which mode of transport is the quickest /slowest?</p>	<p>What shall we wear today</p> <p>See also History Curriculum</p>			<p>show where they were found</p> <p>Which location did they like / dislike ?</p> <p>Why?</p>	<p>Geographical Skills - Map skills / Field Work</p> <p>What can you see under the sea?</p> <p>Use toilet roll binoculars to identify animals, physical features under the sea.</p> <p>Use under sea image to match or record location of items seen. E.g. rocks on the sea bed.</p>
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Informal Curriculum – EQUALS

Yellow 2

Year B Topics: Outdoor Adventure, Around the world, Winter Warmers, Growing up, Teddy bears picnic, Beside the seaside.

The World

Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately.

Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences.

Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling appropriate related language using communication systems with pupil and others
- Visuals with specific vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
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- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Playground: exploration of their environment, with lots of plants and flowers to explore
- Cooking sessions to practice using specific tools for appropriate purpose
- Weekly sessions to the forest school to explore natural objects, plants and gardening
- Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.
- Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day.
- Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
- Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.

Community/Specialist Provision:

- Visits to the nature garden to explore plants and natural objects
- Visits to local farms/ zoos to see animals
- Animals to come and visit the school to interact with



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1</p> <p>Yellow 3</p> <p>Yellow 4</p> <p>(Years 3 & 4)</p>	<p><u>Happy Healthy Me</u> Place Knowledge Where in the world do I live?</p> <p><u>Where I Am From</u> <u>Circles Booklet</u> <u>(teacher made)</u> - <u>Twinkl</u></p> <p>Human and Physical Geography Identification of local landmarks both human and physical features</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Where do I live?</p> <p>Find Tamworth on Google Map</p> <p>Identify local landmarks</p>	<p><u>Victorian Wonderland</u></p> <p>See History Curriculum</p>	<p><u>Let it Grow</u></p> <p>Locational Knowledge Where do we get our fruit and veg from?</p> <p>Locate food from around the world Look at labels and map</p> <p>Place Knowledge</p> <p>Farming Identify different types of farming</p> <p>Visit to farm</p> <p>What do they like / dislike about the farm?</p> <p>Geographical Skills - Map skills / Field Work</p>	<p><u>Chocoholics</u></p> <p>Locational Knowledge / Locate South America on map</p> <p>Place Knowledge Rainforest-layers/ animals</p> <p>Link with visit to Cadburys World</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What do I need to make chocolate ?</p> <p>Visit to Cadburys World</p> <p>Use floor to show journey of the cocoa bean.</p> <p>Use compass to develop</p>	<p><u>The Great Outdoors</u></p> <p>Locational Knowledge /</p> <p>Welcome to the UK locate the UK using a map.</p> <p>Identify the four countries and capital cities of the UK key features of the countries of the UK.</p> <p>Human and Physical Geography Identification of both human and physical features in Newton Regis</p> <p>Use photos to sort into human and physical features of Newton Regis</p>	<p><u>The Big Top</u></p> <p>See History Curriculum</p>



Two Rivers Geography Curriculum

	<p>Make a poster of Tamworth and its landmarks</p> <p>What do you like / dislike about Tamworth?</p> <p>Encourage children to give reasons for their responses</p> <p>See also History Curriculum</p>		<p>Where does my food come from?</p> <p>Visit farm shop</p> <p>Uses senses to describe the environment</p> <p>What colours can I see?</p> <p>What can I hear?</p> <p>What can I smell?</p>	<p>directional language when mapping the journey</p> <p>See also History Curriculum</p>	<p>What is the UK? - BBC Bitesize</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What does a village look like?</p> <p>Visit to Newton Regis.</p> <p>Take photos of the village Compare with photos of Tamworth</p> <p>Sort photos, What is the same / different ?</p>	
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Informal Curriculum – EQUALS

Blue 2

Year B Topics: Autumn witches and wizards, Festival of lights, the circus is coming, how does your garden grow? A pirate life for me, Food glorious food.

The World

Pupils will be able to move around their environment confidently, naming different places in their home, school and community.

Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time.

Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world.

Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.

Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling geographical language using communication systems with pupil and others
- Communication boards with specific vocab to be out at related play set ups
- Open ended play set ups that encourage children to investigate and problem solve.
- A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Regular sensory garden and gardening sessions to help understand how to grow and look after plants. Pupils use personal timetables to help transitions and can move independently to a session if it is in another space e.g. music, soft play.
- Students doing jobs independently around school to practice transitioning to different places more independently using key fobs to access other areas of school without adult support.
- Children encouraged to use communication aids to request items which are not present.

Community/Specialist Provision:

- Visits to the garden to take part in Forest school-based sessions
- Visits to local farms/ zoos to learn about animals, life cycles and habitats
- Animals visit school for children to learn how to care for them
- Community trips to visit local areas of interest. Looking at maps and signs in the community for directions
- Shopping trips to buy resources for school. Recognising the shop signs and using lists to find the things they need.



Two Rivers Geography Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Roald Dahl</u></p> <p>Locational Knowledge Where was Roald Dahl born where did he live?</p> <p>Locate places using atlases</p> <p>Identify countries of UK and capital cities</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What words would you use to describe where you live ?</p> <p>Pizza the Action: Create a pizza from corrugated cardboard. Place the pizza on the ground and each group takes a</p>	<p><u>World War 2</u></p> <p>Locational Knowledge Use atlases to name and identify Continents and oceans around the world.</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Was WWII a war around the world ?</p> <p>Which continents were involved in WW II ?</p> <p>See also History Curriculum</p>	<p><u>Vikings & Anglo Saxons</u></p> <p>Locational Knowledge / Place knowledge</p> <p>Where did the Vikings come from?</p> <p>What countries did they invade</p> <p>Locate countries on map</p> <p>Identify seas / oceans travelled</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Where did the Vikings come from?</p> <p>Use Beebot Europe or world map.</p>	<p><u>Scientists & Inventors</u></p> <p>Locational Knowledge</p> <p>Study Carl Faberge linked to Easter</p> <p>Locate Russia on a map</p> <p>Physical Geography. -Include biomes polar desert, temperate grass land, tundra and coniferous forest. -Locate Ural mountains, Lakes Ladoga and Baikal) Rivers (Ob, Lena and Yenisei)</p> <p>Human geography -Identify major cities (Moscow and St Petersburg. -Population</p>	<p><u>Superheroes</u></p> <p>Human and Physical geography/</p> <p>Explore the best place to build a superhero base.</p> <p>Explore physical and human features of the locations, (Mountains, rivers, deserts, volcanoes) And decide which is the best place for their superhero base and give reasons</p> <p>Geographical Skills - Map skills / Field Work</p> <p>What superhero environments are around our school?</p>	<p><u>What Do You Sea?</u></p> <p>Locational Knowledge / Use atlases / globes to plat the worlds oceans</p> <p>Human and Physical geography Uses of seas and oceans Food Fuel Tourism Pollution</p> <p>Geographical Skills - Map skills / Field Work</p> <p>Are all the oceans the same?</p> <p>Use atlases / floor maps / Kiddle / Espresso to answer questions</p>



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	<p>slice. Filling their pizza slice with as many facts, figures, words, drawings, etc</p> <p>See also History Curriculum</p>		<p>Children to plot and move Beebot boat along map Plot journey travelled giving directions using 8 point compass 4 figure grid references</p> <p>See also History Curriculum</p>	<p>-History of Russia</p> <p>Children to complete fact file on Russia or knowledge pyramid</p> <div data-bbox="1279 491 1534 630"> <p>One thing I would still like to know</p> <p>The two things I found most interesting</p> <p>Three facts I know about Russia</p> </div> <p>See also History Curriculum</p>	<p>Mapping environments and features in the school grounds</p> <p>Develop use of symbols and key on outline map of school grounds.</p> <p>See also History Curriculum</p>	<p>How many oceans are there?</p> <p>Which ocean is the largest / smallest?</p> <p>Which ocean is the deepest?</p> <p>Which ocean do Emperor Penguins live in ?</p> <p>Oceans of the World for Kids – YouTube Kids</p>
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Two Rivers Geography Curriculum

EQUALS SEN scheme of work - Geography

EQUALS SEN scheme of work for – The World About Us

Two Rivers Geography Curriculum

Festivals -

Harvest,

Remembrance

Chinese New Year

Diwali,

Shrove Tuesday

Mothering Sunday

Easter,

Visit or visitor opportunities

Harvest visit farm shop

Remembrance – visit to War memorial Tamworth or Arboretum

Christmas – Tamworth Church to see Christmas tree decorations

Local Church – Christmas Story

Christmas Market

Mothering Sunday - Mother's Day celebration in school

Father's Day Father's Day Cafe



Geography

Whole-school coverage



Two Rivers Geography Curriculum

YEAR A – 2019-2020 2021-2022 2023 -2024 2025-2026 2027-2028

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 1 Red 3 (Years 1 & 2)	<u>Autumn Explorers</u> <i>Place Knowledge</i> <i>Human and Physical geography</i> <i>Geographical skills</i>	<u>Winter Warmers</u> <i>Locational Knowledge</i> <i>Human and Physical geography</i> <i>Geographical skills</i> See also History Curriculum	<u>To Infinity and Beyond</u> <i>Place knowledge</i> <i>Geographical skills</i> See also History Curriculum	<u>Knight Fever</u> <i>Place Knowledge</i> <i>Geographical skills</i> See also History Curriculum	<u>Pirates</u> <i>Locational knowledge</i> <i>Human and Physical Geography</i> <i>Geographical skills</i> See also History Curriculum	<u>The Land of Rhyme</u> <i>Human and Physical geography</i> <i>Geographical skills</i> See also History Curriculum
Yellow 1 Yellow 3 Yellow 4 (Years 3 & 4)	<u>Journeys</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Geographical skills</i> See also History Curriculum	<u>Frozen Planet</u> <i>Locational Knowledge</i> <i>Human and Physical geography</i> <i>Geographical Skills</i> See also History Curriculum	<u>Amazing Animals</u> <i>Place knowledge</i> <i>Human and Physical geography</i> <i>Geographical skills</i>	<u>Out of this world</u> <i>Place Knowledge</i> <i>Geographical skills</i> See also History Curriculum	<u>Terrific Time Travellers</u> <i>Locational Knowledge</i> <i>Human and Physical geography</i> <i>Geographical skills</i> See also History Curriculum	<u>Colour, Shimmer & Shine</u> <i>Human and Physical geography</i> <i>Geographical Skills</i>
Blue 1 Blue 3 Blue 4 (Years 5 & 6)	<u>Egyptians</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Human and Physical Geography</i> See also History Curriculum	<u>Lights, Camera, Action!</u> See History Curriculum	<u>Space – 5,4,3,2,1</u> <i>Locational Knowledge</i> <i>Geographical Skills</i> See also History Curriculum	<u>Righteous Royals</u> See History Curriculum	<u>Magic</u> <i>Human and Physical geography</i> <i>Geographical Skills</i> See also History Curriculum	<u>Groovy Greeks</u> <i>Locational Knowledge</i> <i>Place Knowledge</i> See also History Curriculum



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YEAR B– 2018-2019 2020-2021 2022-2023 2024-2025 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 1 Red 3 (Years 1 & 2)	<u>Africa</u> <i>Place knowledge</i> <i>Locational knowledge</i> <i>Geographical Skills</i>	<u>Celebrations</u> <i>Human and Physical geography</i> <i>Geographical Skills</i> See also History Curriculum	<u>Once Upon a Time</u> <i>Geographical Skills</i> See History Curriculum	<u>The Land Before Time</u> See History Curriculum	<u>Starry Night</u> <i>Locational knowledge</i> <i>Geographical skills</i>	<u>Under the Sea</u> <i>Place knowledge</i> <i>Human and Physical Geography</i> <i>Geographical skills</i>
Yellow 1 Yellow 3 Yellow 4 (Years 3 & 4)	<u>Happy Healthy Me</u> <i>Place knowledge</i> <i>Human and Physical geography</i> <i>Geographical skills</i> See also History Curriculum	<u>Victorian Wonderland</u> See History Curriculum	<u>Let it Grow</u> <i>Place knowledge</i> <i>Locational Knowledge</i> <i>Geographical Skills</i>	<u>Chocoholics</u> <i>Place knowledge</i> <i>Locational Knowledge</i> <i>Geographical Skills</i> See also History Curriculum	<u>The Great Outdoors</u> <i>Locational Knowledge</i> <i>Human and Physical geography</i> <i>Geographical Skills</i>	<u>The Big Top</u> See History Curriculum
Blue 1 Blue 3 Blue 4 (Years 5 & 6)	<u>Roald Dahl</u> <i>Locational Knowledge</i> <i>Geographical Skills</i> See also History Curriculum	<u>World War 2</u> <i>Locational Knowledge</i> <i>Geographical Skills</i> See also History Curriculum	<u>Vikings & Anglo Saxons</u> <i>Locational Knowledge</i> <i>Place knowledge</i> <i>Geographical Skills</i> See also History Curriculum	<u>Scientists & Inventors</u> <i>Locational Knowledge</i> <i>Human and Physical geography</i> See History Curriculum	<u>Superheroes</u> <i>Human and Physical geography</i> <i>Geographical Skills</i> See also History Curriculum	<u>What Do You See?</u> <i>Locational Knowledge</i> <i>Human and Physical geography</i> <i>Geographical Skills</i>



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