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| CYCLE 1  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| FS1 | Activities will be planned according to the themes which arise from children’s interests based on the understanding of the world educational programme from the EYFS statutory framework. The bespoke curriculum is designed using the non-statutory development matters as a guidance.Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| FS2 | Activities will be planned according to the themes which arise from children’s interests based on the understanding of the world educational programme from the EYFS statutory framework. The bespoke curriculum is designed using the non-statutory development matters as a guidance.Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| Year 1/2 |  | Where do I live? |  | What’s the weather like today? |  | How does the equator effect the climate? |
| Year 3/4 |  | Where are mountains and volcanoes? |  | Where in the world is Egypt? |  | What’s across the English Channel? |
| Year 4/5 | Where does the river lead? | Why is it warmer in the tropics? |  | Why do people live near a Volcano? |  | Do we still need British summer time in a modern world? |
| Year 6 | What and why do we trade with South America? | How did the war change the geography of Europe? |  | How does latitude effect the climate? | Why is tourism important to coastal locations in the UK and abroad? |  |

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| CYCLE 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| FS1 | Activities will be planned according to the themes which arise from children’s interests based on the understanding of the world educational programme from the EYFS statutory framework. The bespoke curriculum is designed using the non-statutory development matters as a guidance.Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| FS2 | Activities will be planned according to the themes which arise from children’s interests based on the understanding of the world educational programme from the EYFS statutory framework. The bespoke curriculum is designed using the non-statutory development matters as a guidance.Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| Year 1/2 |  | To be able to locate and name the biggest cities in each continent and the location of the UK in comparison.To understand how the seasons of other countries differ to that of Epworth (Autumn) |  |  | To be able to locate, name countries and capitals of the UK and where Epworth is in relation to these. To understand about our coastline. | To be able to compare Epworth With Sri Lanka |
| Year 3/4 |  | To understand the structure and impact of a volcano – Focusing on Pompeii and Vesuvius |  | To undertake a geographical study of Kenya to that of the UK and Epworth |  | To understand how Lines of Longitude and latitude impact on the land, its human and physical features comparing Epworth to the world. |
| Year 4/5 |  | To undertake a geographical study of Rural and Urban areas with Epworth |  | To undertake a geographical study of North America  |  | To understand how fair-trade impacts economic and environmental activity in West Africa and Epworth |
| Year 6 | To undertake a geographical of countries in South America  | To be able to locate countries of the world with a focus on Europe during WWII |  | To understand how to use and read a map including | To undertake a geographical study of Greece  |  |