

Key concept	Topics that will cover this	How does this look in EYFS?	Topics that will cover this	How does this look in Year 1	Topics that will cover this	How does this look in Year 2?
Investigating Places	<p>What makes our world wonderful?</p> <p>Who helps me and who would I like to be?</p>	<ul style="list-style-type: none"> • Children will talk about places that are familiar to them. They will begin to understand that some things are made by humans and that others are part of our natural world. • They start to think about ways that they can look after their world? • They will be given many opportunities to explore the world around them (people and places), they will begin to ask questions, make observations and draw comparisons between different places/people. 	<p>Who am I?</p> <p>How Great is Britain?</p>	<ul style="list-style-type: none"> • Children will collectively carry out a field work study of the school or local area with a focus on improving the environment and following a line of enquiry. E.g. Why are there so many cars here? How is this place changing and why? Is Alvaston castle a good place to visit? • Children will learn about the United Kingdom and its countries / capitals, using maps and atlases to locate countries / cities. They will start to use simple compass directions to talk about the countries of the UK. E.g. Scotland is to the north of England. They will look closely at the human and physical geography of London and compare with Derby _E.g. aerial photographs / maps / photos). They will 	<p>How can I be an Alvaston Ambassador?</p> <p>Would you like to live on the top or the bottom of the world?</p>	<ul style="list-style-type: none"> • Children will build on the field work and observational skills developed in Year 1, with increasing independence, to conduct a field work enquiry into the local area. • Children will revisit the geography of the UK, its countries and cities. • Children will broaden their knowledge of the world around them and will use what they know about human and physical geography to compare and contrast the two polar localities (North and South Poles) in relation to the equator (revisit). They will use this knowledge to draw conclusions about how the location of these places affect the ways of life in these places (E.g. Antarctic only scientists live there)

			Would you like to go on an African Adventure?	<p>be able to suggest reasons why people might want to / not want to visit these places.</p> <ul style="list-style-type: none"> • Children will be introduced to the continents and oceans of the world. They will locate the Equator and Kenya / Nakuru. They will learn about the similarities and differences between Nakuru and Derby (revisit) through studying the human and physical geography of these places. 		<ul style="list-style-type: none"> • Children will compare how life in the Polar Regions differs to the lives of those living in Kenya (Revisit).
Investigating patterns	Ongoing What makes our world wonderful?	<ul style="list-style-type: none"> • Children start to make simple observations and can talk about changes and simple weather patterns (E.g. warmer in the summer) 	<p>Would you like to go on an African Adventure?</p> <p>How Great is Britain?</p>	<ul style="list-style-type: none"> • Children will investigate seasonal weather patterns in the UK and compare with Nakuru, Kenya (in relation to Equator). 	Would you like to live on the top or the bottom of the world?	<ul style="list-style-type: none"> • Children will investigate weather patterns in the Arctic and Antarctic and compare with what they have learnt about seasonal weather patterns in the UK (revisit) and Kenya (revisit - Equator)
Communicate geographically	What makes us special?	<ul style="list-style-type: none"> • Children will start to use objects to create simple 3-D maps (E.g. using lego / Duplex/ toys) to 	<p>Who am I?</p> <p>How Great is Britain?</p>	<ul style="list-style-type: none"> • Children will draw simple maps (E.g. classroom / outside) from 3-D maps which they have made out of objects / toys. 	Would you like to live on the top or the bottom of the world?	<ul style="list-style-type: none"> • Children will use digital maps to zoom into places and communicate what they have learnt about the physical /

	<p>Who helps me and who would I like to be?</p>	<p>create a simple of their classroom / playground)</p> <ul style="list-style-type: none"> • Children will be able to place pictures of physical or human features of the school in relation to each other in order to create a very simple map. • Children begin to use positional vocabulary to talk about geographical location (E.g. near, far, close to, away from) • Children can make simple observations and drawings about things found in the natural world, including changes over time (E.g. changing seasons - trees) 		<ul style="list-style-type: none"> • Children will start to draw simple maps using pictures. • Children will start to interpret and construct simple maps with keys. • Children will map weather data on a map of the UK using simple symbols. 	<p>How can I be an Alvaston Ambassador?</p>	<p>human geography of a place.</p> <ul style="list-style-type: none"> • Children will interpret and draw more detailed maps and keys with increasing independency.
--	-------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------