

Carr Hill Community Primary School



Reception

History/Geography Mapping



History/Geography Curriculum Mapping EYFS - Reception

Term	Topic	ELG UW	Experiences		Vocabulary (exposure)
			Continuous Provision	Adult Initiated/Directed Activities	
Autumn A	All About Me	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>History</p> <ul style="list-style-type: none"> Past/now/next Board – to show events/times of year. Daily timetable. Self-registration. Display family pictures in home area and on the wall. Home corner role play area. Classification and sequencing of where equipment is stored e.g. sand/water areas. Collections of leaves, conkers etc. Autumn investigation table. Add photos of Gibside visit to visit board to recall. <p>Geography</p> <ul style="list-style-type: none"> Weather board. Display board of key staff in school and community. Visit Gibside to discuss autumn. Explore areas in the classroom, learn the names and what to do there. Begin to know how to tidy up and where things belong inside and outdoors. Become familiar with other areas such as lunch hall, toilets, yard, cloakroom. Create a season's board and add pictures of autumn. 	<p>History</p> <ul style="list-style-type: none"> Discuss different types of families and talk about who is in their family. Discuss past and present events of their lives and lives of their families. Draw family pictures. Discuss seasonal change summer to autumn. Look at and discuss different types of houses and talk about their house and who lives in it. Visit Gibside and look at a map before and after to recall the route followed and landmarks. Sequence pictures from Gibside and create a map of the journey. <p>Geography</p> <ul style="list-style-type: none"> Use Google maps to look at the local area/homes. Talk about that we live in Gateshead. Talk about who lives in their homes and people important to them. Walk around school and talk to different members of staff. Discuss staff names and people who help.e.g. lollypop lady. Share experiences, places visited with family and friends using seesaw parent observations. 	<p>History</p> <p>Past, now, next A long time ago... Seasons, autumn, change. Sequence, journey, order, map. Map, house, home Staff names Cloakroom, corridor, corridor, toilets, yard, outdoor area, lunch hall, breakfast club.</p> <p>Geography</p> <p>Weather, forecast, sunny, cloudy, rainy, cold, hot, windy, snow, icy, autumn, winter, spring, summer.</p> <p>Family/friends names/adults in schoolHome/house (Features of a house, front door, stairs etc.)</p> <p>Area names - home corner, small world etc.</p>
			Autumn B	Food, Festivals and Celebrations	<p>History</p> <ul style="list-style-type: none"> Past/now/next Board – to show events/times of year. Daily timetable. Self-registration. Collections of leaves, conkers etc. Autumn investigation table. Talk about changes of seasons in the outdoor area. Add photos of library visit to visit board to recall. <p>Geography</p> <ul style="list-style-type: none"> Weather board Library books in reading area. Add pictures of winter to the seasons board. Discuss winter when in the outdoor area.



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Spring A	Once upon a time	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>History</p> <ul style="list-style-type: none"> • Past/now/next Board – to show events/times of year. • Daily timetable. • Self-registration. • Traditional tales and fairy tales. • Talk about changes of seasons in the outdoor area. • <p>Geography</p> <ul style="list-style-type: none"> • Weather board. • Look at a birds eye view map e.g. outdoor area. • Photographs of bridges in the construction areas to create/build. • Pictures of houses in the construction area to build. 	<p>History</p> <ul style="list-style-type: none"> • Recall key festivals/celebrations such as Christmas. • Traditional tales focus – stories in the past. • Discuss old and new objects. • Discuss seasonal change winter. • Create a map of a route used by characters in a story. • Create a table- top map for small world characters to follow and tell stories. • To talk about past and present events in our own lives. • Find out about and create bridges. (The 3 Billy Goats). <p>Geography</p> <ul style="list-style-type: none"> • Share experiences, places visited with family and friends using seesaw parent observations. • Walk to local supermarket to explore local environment, talk about the weather, discuss features and the route there and back. 	<p>History</p> <p>Past, now, next A long time ago... Seasons, winter, change. Old, new, compare.</p> <p>Geography</p> <p>Weather, forecast, sunny, cloudy, rainy, cold, hot, windy, snow, icy, autumn, winter, spring, summer.</p> <p>Sequence, journey, order, map, route. Bridges, Newcastle, Gateshead, high level bridge, Millennium bridge, Tyne bridge, supermarket.</p>
Spring B	Watch me grow.		<p>History</p> <ul style="list-style-type: none"> • Past/now/next Board – to show events/times of year. • Daily timetable. • Self-registration. • Talk about changes of seasons in the outdoor area. • Display or photobook of children as babies and now. • <p>Geography</p> <ul style="list-style-type: none"> • Baby changing station, water tray, changing area. • Discuss daily changes in weather. • Weather board. • Discuss weather in the outdoor area. • Add photos of spring to the seasons board. • Visits from people who help us. 	<p>History</p> <ul style="list-style-type: none"> • Discuss seasonal change winter to spring. • Sequence growth over time. • Compare baby photographs and photographs now to discuss similarities and differences. • Key texts that show growth and change over time such as Once there were Giants. • Sequence lifecycles and plants. <p>Geography</p> <ul style="list-style-type: none"> • Pictures of the school and local area to discuss change. • Demonstrate care and respect for their environment when indoors and outdoors. • Chalk a map outside for children to follow and then create for each other. • Discuss what they can, and can't do in the outdoor area and work out a map together to show this, e.g. colours/marks where to climb, walk, dig etc. • Share experiences, places visited with family and friends using seesaw parent observations. 	<p>History</p> <p>Past, now, next A long time ago... Seasons, spring, change. Sequence Old, new, compare.</p> <p>Weather, forecast, sunny, cloudy, rainy, cold, hot, windy, snow, icy, autumn, winter, spring, summer. Map, journey. Care, look after. Observe, notice, change, same, different. Dentist, nurse, Doctor.</p>



History Geography Curriculum Mapping EYFS - Reception

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Summer A	Animals	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>History</p> <ul style="list-style-type: none"> Past/now/next Board – to show events/times of year. Daily timetable. Self-registration. Photos of caterpillars changing over time. Add photos of farm visit to visit board to recall. <p>Geography</p> <ul style="list-style-type: none"> Map of the world. Globe Non-fiction books about animals. Farm small world. Discuss the weather in the outdoor area. 	<p>History</p> <ul style="list-style-type: none"> Discuss seasonal change spring to summer. Recall farm visit. Talk about growth of spring bulbs. <p>Geography</p> <ul style="list-style-type: none"> Discuss similarities and differences between habitats. Draw and create landscape and imaginary landscapes. Look at maps to find out where animals live in the world. Discuss/compare habitats. Visit a farm. Share experiences, places visited with family and friends using seesaw parent observations. 	<p>History</p> <p>Past, now, next A long time ago... Seasons, summer, change.</p> <p>Geography</p> <p>Habitat, same, different Sequence, journey, order, map. Globe, world map, North America, Africa, England. Weather, forecast, sunny, cloudy, rainy, cold, hot, windy, snow, icy, autumn, winter, spring, summer.</p>
Summer B	Seaside		<p>History</p> <ul style="list-style-type: none"> Past/now/next Board – to show events/times of year. Daily timetable. Self-registration. Add seaside photos to visit board to recall. Discuss change in seasons in the outdoor area. <p>Geography</p> <ul style="list-style-type: none"> Sea creatures Water pollution – water tray Non-fiction books about sea creatures. Globe, map to look at oceans. Add photos of summer to the seasons board. Discuss the weather in the outdoor area. 	<p>History</p> <ul style="list-style-type: none"> Discuss seasonal change summer. Look at old photos of the seaside and compare to photos now. Recall the visit to the seaside. <p>Geography</p> <ul style="list-style-type: none"> Use Google earth/maps to find out about the oceans. Discuss pollution in the water. Find out about recycling, sort recycling in our junk modelling areas. Learn about what is under the sea and explore habitats. Visit the seaside. Share experiences, places visited with family and friends using seesaw parent observations. 	<p>History</p> <p>Past, now, next A long time ago... Seasons, summer, change. Old, new, compare.</p> <p>Geography</p> <p>Sequence, journey, order, map. Google earth, world map, globe, oceans, sea, pollution, recycling, sort, materials, habitats. Weather, forecast, sunny, cloudy, rainy, cold, hot, windy, snow, icy, autumn, winter, spring, summer.</p>

Fieldwork Opportunities

School Grounds/ Outdoor play area

Example Enquiry Questions

(however, these may be based more around your children's interests)

Where are the best places to play in our outdoor area?

What helps keep us safe in our area?

Does traffic go too fast by our school?

Where would be the best hiding place for little red riding hood?

Where would be the best place for the three little pigs to build their houses?

- Adult could record this with the children and discuss when back inside the classroom.
- Children may vote for the best options and teacher to record in a simple chart or graph to show children their findings.