



CYCLE 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
		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						
FS ₁	9 .	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						
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		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.						
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		he EYFS statutory frame						
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FS ₂	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 understand where			To understand the			
,		we live and its			Weather and Seasons			
		common features						
				To undertake a		To undertake a		
Year 3/4		A study Mountains		geographical study of		geographical study of		
		and The Ring of Fire		Egypt		European countries		
				378-		•		
Voor 1/5	To undertake a	To undertake a		To undertake a		To undertake a		
Year 4/5	geographical study of	geographical study of		geographical Volcano		geographical study of Time Zones and their		
	the Rivers of the UK	the Tropics		study		impact		
						IIIIpact		





	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		1
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CYCLE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
CT CLE 2		ned according to the the	3				
FS1	programme from t Understanding the v children's personal ex meeting important me fiction, rhymes and p	he EYFS statutory framed world involves guiding ch periences increases their embers of society such as boems will foster their und nowledge, this extends th	work. The bespoke curri guid ildren to make sense of knowledge and sense o police officers, nurses a derstanding of our cultu neir familiarity with word	culum is designed using t ance. their physical world and t f the world around them and firefighters. In additic rally, socially, technologi ds that support understar	the non-statutory develo their community. The fre – from visiting parks, libron, listening to a broad se cally and ecologically div	pment matters as a quency and range of aries and museums to lection of stories, non- erse world. As well as	
FS2	children's vocabulary will support later reading comprehension. 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	geograp Kenya	ndertake a phical study of to that of the nd 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	geograp	ndertake a phical study of th America		To understand how fair-trade impacts economic and environmental activity in West Africa and Epworth
Year 6	To undertake a To be able to locate geographical of countries in South America To be able to locate countries of the world with a focus on Europe during WWII	touse	lerstand how e and read a o including	To undertake a geographical study of Greece	·