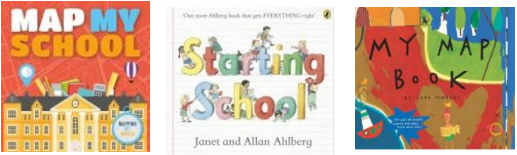




Reception Geography Long Term Plan

Term Geography Topic	Autumn 1 Our immediate environment	Spring 1 Our local area	Summer 2 Our home town/Africa
Key vocabulary	classroom, peg, outside, school, hall, areas of learning, cloakroom, toilets	area, Westgate, shops, houses, church, supermarket, pub, post office, newsagent, cafe Morecambe, beach, sea, pollution, protect, RNLI, Eden, rubbish, recycle, environment	map, land, sea, same, different, country, Africa, Morecambe, weather, animals, clothing, beach
Geography Substantive knowledge	<p>To be able to talk about different features of our homes.</p> <p>To be able to talk about the main features of the immediate area around us (map knowledge)</p> <p>To be able to recognise the similarities and differences between home and school.</p> <p>To be able to recognise the features of the wider school away from the classroom.</p>	<p>To be able to talk about features of our immediate local area- Westgate.</p> <p>To be able to use a simple map of our local area.</p> <p>To talk about keeping our local environment clean- rubbish/recycling/sustainability</p> <p>To understand the choices they make impact their school, street and local area</p>	<p>To be able to make a simple map of Morecambe.</p> <p>To know the features of our home town.</p> <p>To be able to explain some similarities and differences between their lives to those in other countries from stories using non-fiction texts and maps.</p> <p>To be able to talk about and compare the natural local environment with a contrasting environment.</p> <p>To be able to compare Morecambe to Africa, talking about what is different.</p>

Reception Geography Long term plan

	<p>Development Matters</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map (map knowledge)</p>	<p>Development Matters</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map (using a map)</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Development Matters</p> <p>Compare and contrast characters from stories</p> <p>Understand that some places are special to members of their community</p> <p>Explore the natural world around them</p> <p>Draw information from a simple map (making a map)</p>
			

Key Learning linked to People, culture and communities- Geographical development				
Communication	Mapping	Fieldwork	Enquiry	Use of technology
<p>Talk about the features of their immediate environment and other places- familiar places and those they have learnt about and the differences between environments.</p>	<p>Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non- fiction texts, stories, maps, visits, visitors.</p>	<p>Looks closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Talk about what features are the same and what are the differences.</p>	<p>Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.</p>	<p>Use technology and It equipment to make observations or find information about their immediate environment, different locations and places.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education Programme</p>	<p>Understanding the World 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 fire-fighters. 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.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and ‘have a go’ • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goal</p>	<p style="text-align: center;">ELG: Children at the expected level of development will: -</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.