




## Geography in the Early Years- Reception

Term Topic	Area of Learning	Concepts		
		 <b>People</b> Know about the human geography of different places around the world.	 <b>Global Citizenship</b> Making comparisons between lands, understanding the effect people have on the world and how different countries work together.	 <b>Place</b> An understanding of where in the world places are, know the physical features of lands, know how to find out about different lands.
<b>Reception</b> <b>Autumn 1</b>  <b>Family</b>	CL		-Respond to questions about how being outside made them feel. For example, 'What did you like best about being outside? Was anything particularly exciting/ calming for you? Why do you think it is good to be outside and with nature?' -Understand 'why' questions. -Answer why questions about current situations and past events.	-Listen to sounds in the environment and identify what they hear.
	PSED		-Communicate freely about their own home and community. -Recognise that each child belongs to different communities at home but that they all belong to the school community. -Every child has the right to go to school.	
	PD	-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		
	L	-Recognise their name within the environment and use this locate where to hang their coat/ bag etc. -Learn how to find out information from non-fiction texts.		

	UW	<ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>-Know that we live in England which is a country.</li> <li>-Know where their family originated from.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Develop positive attitudes and challenge negative attitudes and stereotypes.</li> <li>-Know about different types of families, including LGBT.</li> <li>-Show respect for their own and other people's families.</li> </ul>	-Explore, appreciate and be inquisitive about the natural world.
<b>Reception Autumn 2  Changes</b>	CL		<ul style="list-style-type: none"> <li>-Learn to distinguish between facts and opinions.</li> <li>-Learn negation words and how to respond to questions which require negatives.</li> <li>-Present Tense – don't/do not, doesn't/does not, can't/cannot, isn't/is not, wouldn't/would not.</li> <li>-Past Tense and Future Tense – won't/will not, wasn't/was not, weren't/were not, didn't/did not.</li> </ul>	<ul style="list-style-type: none"> <li>-A preposition is a word that tells you where or when something is in relation to something else.</li> <li>-Examples of prepositions include words like after, before, on, under, inside and outside.</li> <li>-Learn the tongue twister, 'Whether the Weather'.</li> </ul>
	PSED		<ul style="list-style-type: none"> <li>-To have a successful future, people need to be able to work with one another.</li> <li>-Learn to respect each other's beliefs even if they are different from their own.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	
	UW	-Identify clothing that is suitable for all weather conditions and understand why it is necessary.	<ul style="list-style-type: none"> <li>-In London, we are surrounded by differences in ethnicity, religion, culture, gender, disabilities and other differences.</li> <li>-Recognise the similarities and differences between their own and others' features.</li> <li>-Recognise the similarities and differences between Christmas traditions in Nigeria and the UK.</li> <li>-Understand the postal system in the UK, including delivery, envelopes and stamps.</li> </ul>	<ul style="list-style-type: none"> <li>-Every year, Planet Earth experiences four seasons: autumn, winter, spring and summer.</li> <li>-Understand the effect that the changing seasons on the natural world around them.</li> <li>-Observe and talk about changes in the weather and the seasons.</li> <li>-Make comparisons between the temperature in the morning, afternoon and evening.</li> </ul>
	EAD		<ul style="list-style-type: none"> <li>-Patterns in art appear in many art forms around the world. Explore different cultural folk patterns that appear on textiles and in architecture.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the song, 'I Can Sing a Rainbow.'</li> <li>-Learn the nursery rhyme, 'It's raining, it's pouring.'</li> <li>-Learn the nursery rhyme, 'Here We Go Round The Mulberry Bush'.</li> <li>-Learn the nursery rhyme, 'The North Wind Doth Blow.'</li> </ul>

<b>Reception Spring 1</b>  <b>Healthy Living</b>	CL		-Listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.	
	PD		-Notice how varied people are - how they come in all colours, shapes, and sizes. Link respect for diversity in weight and shape with respect for diversity in race, gender, ethnicity etc.	
	L	-The features of a poster are: the art is related to the message; the most important message is emphasised by size or colour and there is an attention-grabbing picture. -Identify and discuss differences between fact and fiction. -Find answers, exploring how to use the index and alphabetical order. -Analyse how information texts work, particularly non-chronological reports, focusing on layout. -Use glossaries to find definitions of words from reading.		
	UW		-A post person is required to deliver letters, parcels, and cards to businesses and homes. -The Paralympic Games or Paralympics are international sports competitions for people with disabilities. -Athletes from countries around the world compete in the Paralympics. -Develop an understanding of people having roles to play in the community. -Name and describe people who are familiar to them and that they have come across within their community, such as the police, the fire service, doctors and teachers.	-Identify the physical features of seas and coasts. -Use geographical vocabulary to refer to key physical features, including; beach, cliff, coast, sea, ocean etc. -England is on the island of Great Britain. -An island is a mass of land that is surrounded by water.
	EAD		-Understand how artists have used warm or cold colours to paint the seasons. -Explore careers through role play and experience what it is like to perform certain tasks.	
	CL	-A Venn diagram is a method used to sort items into groups.	-In Africa there is a long tradition of storytelling.	

<b>Reception Spring 2</b>  <b>Tales from around the World</b>		-Develop vocabulary to make comparisons. -William Blake was a poet and painter who was born in London.	-The trickster tales are found in many cultures in Africa. Trickster tales usually involve a weaker animal using its wits to get the better of a stronger one. Trickster tales also use animals to help people understand human nature and human behaviour. -Invite a visitor to school of Chinese descent to talk about their experience of living in China. Listen attentively and with interest to the visitor.	
	PSED		-Charities are organisations set up to help the needy. -Children to learn about the work that the school's chosen charity does. -Donating time is often just as powerful as donating money and things. -Learn how to recognise discrimination and know that it is unacceptable. -Further develop an understanding of children's rights. -Know that, 'We are all born free. We all have our own thoughts and ideas.' 'We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.'	
	PD		-Respond to a range of stimuli, including Bhangra folk dance and modern Bollywood dancing. -Watch performances from the 'Chinese State Circus' and comment on the performer's movement.	
	UW	-The Queen has many homes (Buckingham Palace, Windsor Castle and Balmoral Castle). -Name and describe different types of transport.	-Peru is a Spanish speaking country in South America. -Different cultures around the world follow different new born baby traditions. Discuss family traditions and make comparisons. -Investigate the reasons that tigers are classified as an endangered species. Explore the effects of habitat loss on tigers in the wild. -There are many different sorts of habitats around the world.	-The Andes mountains – the world's second highest mountain range – run through Peru, from north to south. Llamas and Alpacas live in the mountains. -The longest river in India is the Ganges River. This is the most sacred river for Hindus. -The weather in jungles is very hot and humid. The weather is always warm and there is never any winter or freeze period. -Understand that the temperature in the jungle is hotter than in London.

				<ul style="list-style-type: none"> <li>-Keep a weather diary to monitor daily changes in the weather for a week, including temperature, rainfall and wind direction/speed.</li> <li>-China is a country in the continent of Asia.</li> </ul>
	EAD	<ul style="list-style-type: none"> <li>-Structures can be made by putting separate objects or units together.</li> <li>-Observe and reflect on preferences for styles of architecture. Look at examples of famous African architecture (e.g. Great Mosque of Djenné, Jardin Majorelle, Lideta Market, etc).</li> </ul>	<ul style="list-style-type: none"> <li>-Throughout history, people from Peru have used alpaca and lama wool for weaving.</li> <li>-Salif Keïta is an afro-pop singer-songwriter from Mali.</li> <li>-The Indian artist Sayed Haider Raza used simple geometric shapes to convey powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the nursery rhyme, 'Mr Sun.'</li> <li>-Learn the song, 'Down in the Jungle.'</li> </ul>
<b>Reception Summer 1</b>  <b>The Environment</b>	CL		<ul style="list-style-type: none"> <li>-Generate questions using the words, what, when, how and why to find out information.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe images using adjectives and prepositions.</li> <li>-Listen attentively to a blog about the ocean and respond with relevant comments or questions.</li> <li>-Use simple scientific language to communicate ideas and name phenomena.</li> <li>-Listen with interest to the poem, 'Who Has Seen The Wind?'</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>-Understand how to keep safe in and near water (at the beach and/ or a swimming pool).</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that jobs help people to earn money to pay for things.</li> <li>-Name different jobs that people they know or people who work in the community do.</li> <li>-People and other living things have different needs; know about the responsibilities of caring for living things.</li> <li>-Understand how to contribute to the local community as active citizens.</li> <li>-Work together to make a positive impact on the school community.</li> </ul>	
	PD	<ul style="list-style-type: none"> <li>-Walk safely and hold hands with a grown up or partner when walking near the road and crossing a road.</li> <li>-Identify safer crossing places and how to use them.</li> <li>-Follow safety instructions whilst visiting the recycling centre and know why these are important.</li> </ul>	<ul style="list-style-type: none"> <li>-The Morris Dance is an English folk dance. Morris dancing is performed at seasonal festivals. It is danced by a group of dancers wearing bells on their shins or shoes.</li> </ul>	

	L	-Listen with interest to the facts within a biography and discuss the key information from the text.		
	M			-Use positional language to describe where the shapes are in relation to one another.
	UW	-Use a range of sources of information including ICT. -Explore the local area identifying both the built and the natural environment. Express their opinions on natural and built environments. -Name and locate different parts of the local community – recognise landmarks, human and physical features. -Find out about the environment by talking to people, examining photographs and simple maps.	-Understand how plastic can cause pollution. -Use photos/ videos to explore their feelings about plastic pollution. -Consider a range of steps that can be taken to reduce rubbish pollution. -The planet is getting warmer because of burning rubbish. -If plastic is not recycled, it can end up in the ocean. -You can recycle glass, metal, paper and plastic. -The '3 R's' stand for reduce, reuse, recycle.	-In the UK there are different types of coastline, e.g. sandy bays, shingle, stony, caves and cliffs. -We live on Planet Earth. -We live in England, which is a country. There are many countries on Planet Earth. -Recognise that flowers, plants and trees are vital for life, our wellbeing and our long-term survival. -Explore the outdoor space and examine how plants attract wildlife. -Use a range of sources to find out more information about animal homes (e.g., non-fiction books and the internet).
	EAD	-Investigate a range of different materials and experiment with how they can be connected to form simple structures. -Wind chimes make sounds when the wind blows the tubes or rods.		
<b>Reception Summer 2  Mini-Beasts and Habitats</b>	CL	-Use comparative adjectives (bigger/smaller) and superlative adjectives (largest/prettiest) to describe the similarities and differences between reception and year 1.	-Create their own simple information texts, using what they have learned about and are interested in.	
	PSED	-Learn the name of their new class, teacher and TA.	-Treat animals in the environment with care and sensitivity.	
	PD	-Move freely in the year 1 playground negotiating space and obstacles safely.		-Some plants can be dangerous to touch. Recognise stinging nettles and know why they should not touch these plants. -A dock leaf is an effective natural remedy for nettle rash.
	L	-Read a range of non-chronological reports to gain more knowledge about a subject. -Identify the features of a non-chronological report.		

	M			<ul style="list-style-type: none"> <li>-Use positional language to describe where objects are in relation to other items.</li> <li>-Follow verbal instructions to replicate exact models.</li> <li>-Further develop spatial reasoning by creating their own maps and plans to represent places and use these to see where things are in relation to other things.</li> <li>-Look at and discuss a range of maps.</li> </ul>
	UW	<ul style="list-style-type: none"> <li>-Use a simple map with symbols to spot features in the school grounds or in the local community.</li> <li>-Name the school and area that they live in (Southwark, London, England).</li> </ul>	<ul style="list-style-type: none"> <li>-The shapes, colours, and sizes of African masks have special meanings for different cultures. Masks that represent animals are popular in African culture. African masks are shown in museums and galleries all over the world.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the natural environment looking for minibeasts and identify their habitats.</li> <li>-Understand the effect of seasons on the world around them, identify the changes in wildlife and nature in the summer season.</li> </ul>