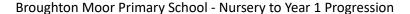


## Geography (CUSP) - Understanding the World, Communication and Language

## **People Culture and Communities ELG**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.

Pre-Reception	Reception Taught Content	EYFS Vocabulary	EYFS End Points- to access Year  1 Curriculum	Year 1 Curriculum CUSP
Ctart to understand vessbulens	Know where we live and talk about features we see on the	Coographor		
- Start to understand vocabulary	- Know where we live and talk about features we see on the	- Geographer	- know the capital city of	Autumn:
linked to their environment	way to school, (Shops, roads, parks, etc)	- World	England is London	Continents Oceans
(road, shops, park etc.)	- Explore features of their environment during Forest School	- Ocean	- know there are different types	UK countries
- Explore familiar environments	sessions.	- Country	of maps including a globe	UK capital cities
during Forest School	- Understand that other religions celebrate differently to us for	- City	- Know some similarities and	
- Engage in discussions around	holidays/celebrations (Celebrations around the world	- Town	differences between life in this	Spring:
Christmas and why we celebrate	structured story)	- Village	country and life in	- UK Capital cities
Christmas.	- Exploring Christmas traditions from around the world.	- Place	other countries	- Seas around UK
- Know that we live on earth	(Celebrations around the world structured story)	- Мар	- Know the effect of changing	- Hot and cold places
- Discuss weather changes and	- Learning London is the capital city when discussing Bonfire	- Season	seasons on the natural world	
temperature	Night- Guy Faulkes- Houses of Parliament.	- Weather	around them.	Summer:
	- Self-directed small world provision- making different thing	- Forest	- Know some environments that	- Hot and cold places
	from around the world e.g. zoos, theme parks, castles etc.	- Beach	are different from the one in	- Mapping and fieldwork
	- Black History month – Where did Rosa Parks live? (Standing	- Mountain	which they live. E.g. polar	
	up to Racism structured story)	- Planet	regions, deserts, rainforests	
	- Naming features of the world around us (farms, beach,	- Space	- Know how to draw information	
	woodland etc)	- Earth	from a simple map	
	- Discuss where different characters from our structured	201 (11	- Know how to use a simple map	
	stories are from- Anansi and the Golden Pot is a story based in		to follow a route	
	Ghana.		to follow a route	
	- Engage in discussion about simple maps of familiar settings.			





Reception have the opportunity to understand their immediate environment in a lot more detail, looking at the school, local parks and shops whereas year 1 look at the earth on a greater scale. Year 1 have the opportunity to revisit a lot of this knowledge in different areas of the curriculum (their local environment- History changes in living memory). We provide opportunities through structured story to name, locate and describe Ghana (from Anansi and the Golden Pot) which leads into year 1 when they look at locating the United Kingdom and continents. As we provide a globe within provision children will gain the understanding of land and oceans. We discuss whether changes in science which sets foundational knowledge for hot and cold places in year 1. Furthermore, gaining knowledge of features of our local environment in reception flows through into our mapping and fieldwork as it is a familiar environment for the children who may not live in the village.