

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
<ul style="list-style-type: none"> - Start to understand vocabulary linked to their environment (road, shops, park etc.) - Explore familiar environments during Forest School - Engage in discussions around Christmas and why we celebrate Christmas. - Know that we live on earth - Discuss weather changes and temperature 	<ul style="list-style-type: none"> - Know where we live and talk about features we see on the way to school, (Shops, roads, parks, etc...) - Explore features of their environment during Forest School sessions. - Understand that other religions celebrate differently to us for holidays/celebrations (Celebrations around the world structured story) - Exploring Christmas traditions from around the world. (Celebrations around the world structured story) - Learning London is the capital city when discussing Bonfire Night- Guy Faulkes- Houses of Parliament. - Self-directed small world provision- making different thing from around the world e.g. zoos, theme parks, castles etc. - Black History month – Where did Rosa Parks live? (Standing up to Racism structured story) - Naming features of the world around us (farms, beach, woodland etc) - Discuss where different characters from our structured stories are from- Anansi and the Golden Pot is a story based in Ghana. - Engage in discussion about simple maps of familiar settings. 	<ul style="list-style-type: none"> - Geographer - World - Ocean - Country - City - Town - Village - Place - Map - Season - Weather - Forest - Beach - Mountain - Planet - Space - Earth 	<ul style="list-style-type: none"> - know the capital city of England is London - know there are different types of maps including a globe - Know some similarities and differences between life in this country and life in other countries - Know the effect of changing seasons on the natural world around them. - Know some environments that are different from the one in which they live. E.g. polar regions, deserts, rainforests - Know how to draw information from a simple map - Know how to use a simple map to follow a route 	<p>Autumn:</p> <ul style="list-style-type: none"> Continents Oceans UK countries UK capital cities <p>Spring:</p> <ul style="list-style-type: none"> - UK Capital cities - Seas around UK - Hot and cold places <p>Summer:</p> <ul style="list-style-type: none"> - Hot and cold places - Mapping and fieldwork
EYFS to Year 1 transition:				



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.