



Geography Unit EYFS Planner

Unit Overview	Habitats- Dinosaurs	
Prior Learning/ Links	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World • Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception Understanding the World • Draw information from a simple map.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live 	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: <ul style="list-style-type: none"> • How has the landscape changed now and in the time of the dinosaurs? • How are animals adapted to their environments? 	<ul style="list-style-type: none"> • The children will understand that they live on Earth, Earth is a planet. • That the Earth is part of the solar system. • The Earth has changed lots over the years and that the dinosaur lived here millions of years ago. • The land has broken up and there are more oceans and seas in between the land. • That a map is a drawing which can be used to see what is in a place. A map is drawn from a ‘birds – eye’ view. • 	<p>Draw information from a simple map and compare changes over time</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them • Recognise some environments that are different to the one in which they live. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. <p>The Natural World</p>



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		<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: Volcano, hot, dry, land, plants, Earth, solar system, planet. Sea/ ocean</p> <p>Disciplinary: Land mass Map Key Symbol Features Landscape Changes</p>		<ul style="list-style-type: none"> • The world has always been the same. • Dinosaurs and humans existed together. •



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Unit Overview	The Local Area.	
Prior Learning/ Links	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World • Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception Understanding the World • Draw information from a simple map.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live 	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: <ul style="list-style-type: none"> • Where do we live? • What are the key features of our local area? • What is a city? • 	<ul style="list-style-type: none"> • The children live in Drulsden which is in Manchester, Manchester is a city. • Manchester is a city in England. • Children recognise some of the key features of our local environment include: houses, shops, library, fields, roads, cars, canal, metro link. • That a map is a drawing which can be used to see what is in a place. A map is drawn from a ‘birds – eye’ view. • Children can follow a simple map and can explain what they are used for. • 	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from



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		<p>stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive:</p> <p>Town, city, village</p> <p>Street</p> <p>Houses</p> <p>Shops</p> <p>River</p> <p>Canal</p> <p>Library</p> <p>park</p> <p>Local area</p> <p>United Kingdom</p> <p>England, Northern Ireland, Wales, Scotland</p> <p>Disciplinary:</p> <p>Map</p>	<p>Local area walk</p>	<ul style="list-style-type: none"> • DroylsdenManchester is a country



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<p>Key</p> <p>Symbol</p> <p>Features</p> <p>landscape</p>		
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Unit Overview	The World Around Me	
Prior Learning/ Links	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World • Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception Understanding the World • Draw information from a simple map.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live 	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions:</p> <p>How are the landscapes of different countries different?</p> <p>Why is the weather different?</p> <p>Where would I go on holiday?</p> <p>How is this different to home?</p>	<ul style="list-style-type: none"> • The World is round and is made up of groups of land and a large proportion of water. These are called oceans and seas. • Some climates are different and this is shown in the environment. • Different weather requires different clothing. • Some countries are very far away. • Some countries are across land and others are across water. 	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>ELG Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



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<p>How would I travel to my holiday destination?</p>		<ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive:</p> <p>Climate/weather/dry, hot, cool, temperate, dessert, cold, jungle, rain forest, city, countryside, seaside,airplane, boat, car, train</p> <p>Disciplinary:</p> <p>Map</p> <p>Earth</p> <p>Map</p> <p>Key</p> <p>Symbol</p> <p>Features</p> <p>landscape</p>	<p>Google Earth</p> <p>Barnaby Bear</p>	



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