**Understanding the World/Geography Reception Long Term Plan**

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| **Characteristics of Effective Learning** | | | |
| **Playing and Exploring – Engagement**   * Finding out and exploring ✓ * Playing with what they know ✓ * Being willing to ‘have a go’ ✓ | **Active Learning – Motivation**   * Being involved and concentrating ✓ * Keeping on trying ✓ * Enjoying achieving what they set out to do ✓ | | **Creating and Thinking Critically – Thinking**   * Having their own ideas (creative thinking) ✓ * Making links (building theories) ✓ * Choosing ways to do things (critical thinking ✓ |
| **Area of Geography**  **Areas of Development Matters and ELG being worked towards.** | | **The knowledge and skills that the children will develop through Nursery and Reception** | | |
| **Places**  **3 and 4 year olds will be learning to:**  **Understanding the World**: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Children in reception with be learning to:**  **Understanding the World**: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  **Working towards meeting ELGs:**  **People, Culture & Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  **Patterns**  **Children in reception with be learning to:**  **Understanding the World**: Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live  **Working towards meeting ELGs:**  **People, Culture & Communities:** 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.  **The Natural World:** 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 and changing states of matter.  **Communicate**  **Children in reception with be learning to:**  **Communication and language:** Learn new vocabulary.  **Understanding the World**: Draw information from a simple map | | **Homes**  I can explain key features of my home and the homes of others.  I know that different countries have different homes.  I can compare different types of homes in my own country.  **Features of places.**  I can talk about local places and environments, e.g. the church.  I notice that some places and environments are different to the place where I live.  I can identify simple similarities and differences. E.g comparing Old Hutton to London.  I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.  **Using maps and following directions.**  I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains.  I know that directions can be followed and lead to different places  I know that directions can be verbal, pictorial or written  I know that the pictures, symbols, and words on a map represent objects that usually do not move.  I can follow simple directions (Up, down, left/right, forwards/backwards)  I can follow directions using a small toy.  I can direct my friend from point A to B using positional language.  **Naming places.**  I can talk about and name the places where I live, e.g. Old Hutton, Kendal.  I know that more than one home/house is in a village or town.  I can identify and name the country that I live in.  I show an understanding that not all countries in the world are the same. I begin to talk about the differences.  **Human Geography**  I can talk about how daily life may be different for other children.  **Homes**  I can compare different types of homes in other countries.  **Features of places**  I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.  **Using maps and following directions.**  I can draw and create my own maps using real objects, and/or pictures and symbols.  I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village and story maps.  I can find the UK on a simple map.  I can find the land and sea on a map.  I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.  **Naming places.**  I am beginning to recall my address such as the name or number, the road/street and the village/town.  I can talk about and name the four countries of the United Kingdom  I can compare and say what is the same/different about a countries physical or human geography.  **Human Geography**  I can make comparisons between daily life for children in different countries.  I can compare daily life in the UK with a contrasting country. | | |
| **Vocabulary**  **Nursery:** Place, visit, travel, rain, sun, weather, map, journey, house,  **Reception:** Place, map, globe, atlas, aerial photographs, England, United Kingdom, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff. World, Continents, Europe, Africa, North America, South America, Asia, North Pole, South Pole, Australia,  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season (winter, spring, summer, autumn) and weather (rain, cloud, wind, snow, hail, storm)  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | |
| **Other areas of the EYFS that Geography will enable the children to work towards meeting at the end of Nursery:**  **Understanding the World**: Begin to understand the need to respect and care for the natural environment and all living things.  **Mathematics** Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  **Other areas of the EYFS that Geography will enable the children to work towards meeting in reception will be:**  **Communication and language:** Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **Other areas of the EYFS that Geography will enable the children to work towards meeting ELGs:**  **Listening, Attention & Understanding:** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  **Building Relationships:** Work and play cooperatively and take turns with others;  Show sensitivity to their own and to others’ needs | | | | |

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| **Disciplinary thinking skills the pupils will use to understand what they know**. | |
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | ‘Say what you see’.  Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |

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| **What you might see children doing**  • Using programmable toys to move along a set route.  • Showing an interest in places locally and that they have been to and talking about these.  • Sharing knowledge linked to Geographical interests.  • Talking about where they live using simple geographical language.  • Following instructions which include positional language.  • Drawing simple maps based on real and imaginary places.  • Exploring maps, atlases and globes.  • Using IT to find out about other countries and the lives of other children.  • Sharing books about the world, weather, the environment etc.  • Role-playing visiting places, they are interested in and would like to explore.  • Talking about how we can look after our planet.  • Talking about differences and similarities between themselves and the lives of others.  • Regularly exploring the local area with interested adults who scaffold their learning.  • Following routes on a car mat in small world play.  • Writing about and representing through art and technology places they have seen.  • Building models of buildings and geographical features in the construction area.  • Taking part in treasure hunts using simple maps or directional/positional instructions. |

Green = 3 and 4-year-olds Blue = Reception Black = ELG