

Progression of skills: Geography
(Understanding the World – People, Culture and Communities
Understanding the World – The Natural World)



Reception

What do we cover?
<p>People, Culture and Communities Early Learning Goals</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where- appropriate- maps <p>The Natural World Early Learning Goal</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
How do we do it?
<p>Autumn</p> <ul style="list-style-type: none"> • (Not geography based)
<p>Spring</p> <ul style="list-style-type: none"> • Where do we live? Looking at our local area – what are the key features? Types of transport • Looking at the settings in traditional stories – what are the similarities and differences to where we live? • Making maps – our local area, maps for Little Red Riding Hood to get through the woods, • Comparing our local area to London – capital city, places of interest etc. • Comparing life in this country to life in other countries – comparing children’s lives in different countries – watching videos, reading stories, pen pal?
<p>Summer</p> <ul style="list-style-type: none"> • Comparing different environments and climates e.g. arctic, jungle, farm, underwater
<p>Throughout the year:</p> <ul style="list-style-type: none"> • Window – looking at how an environment changes over time (also science/history/art link) – photos taken throughout the year • Continuous provision – books, materials and loose parts to create settings, animals, interesting artifacts etc • Looking at pictures in story books and nursery rhymes – talking about settings