

Geography Understanding The World	Autumn Term	Spring Term	Summer Term
	<b>Across the academic year – Geography</b>		
	<p>With the teaching of each celebration/festival/tradition build on the children's knowledge and understanding - * Develop positive attitudes about the differences between people * Encourage children to talk about each other's families and ask questions - use a diverse range of props, puppets, dolls and books. Encourage children to notice and talk about similarities and differences. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on.</p>		
	<p>○ <b>Key events: Christmas, Halloween</b> <b>My new school</b></p> <ul style="list-style-type: none"> <li>Children to be introduced to their new indoor and outdoor environments – Learn where resources and equipment are stored/put away, where their belongings go. Find their way to different areas of provision – Develop understanding of positional language.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing – <b>Maths/SSM</b></li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>Introduce the Festival of lights, through books and clips discover and find out about the celebration means and what happens. Opportunities to make some artefacts connected to the festival.</li> <li>Through stories talk about India</li> <li>Taste Indian food.</li> </ul>	<p>○ <b>Key events: Chinese New Year, Easter, Walking around my school</b></p> <ul style="list-style-type: none"> <li>Take the children around the perimeter of the school building. Show them a map (Teacher made) and follow directions to get to certain points – forest school, muga pitch, etc. Develop the children's use of positional language -</li> <li>Start to use words like 'in front of' and 'behind' -<b>Maths/SSM</b></li> </ul> <p><b>Chinese New Year</b></p> <ul style="list-style-type: none"> <li>Introduce the celebration of Chinese New Year, through books and clips discover and find out about what the celebration means and what happens.</li> <li>Through stories talk about China</li> <li>Taste Chinese food, using chopsticks.</li> </ul>	<p>○ <b>Key events: Father's Day</b> <b>Trips into the community</b></p> <ul style="list-style-type: none"> <li>Take the children on a walk outside of school grounds to visit: a post box, a church, a shop, etc. Talk about what they can see on the journey, use directional language.</li> <li>Take a short trip on either a bus or a train.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind' without pointing – <b>Maths/SSM</b></li> <li>Describe a familiar route – <b>Maths/SSM</b></li> </ul> <p><b>A trip – a fair distance</b> <b>Haigh Hall Trip</b></p> <ul style="list-style-type: none"> <li><b>Compare immediate locality around school and on journey to Haigh Hall.</b></li> <li><b>Travel on the mini bus observing the journey on the way (roads, motorways, farm land.).</b></li> <li><b>Compare their local Swinton parks with Haigh Hall (size, distance, equipment ) pictorially</b></li> </ul> <p><b>Animals and their features</b></p> <p>To learn where animals live around the world – Introduce maps and globes and the names of different the countries – Africa, India, China, etc. Introduce the geographical vocabulary of jungle, rainforest, desert, Artic, etc and how to recognise each one and the animals who live there. To understand that the green parts on a globe/map is land and blue is water.</p> <p><b>People who help us</b></p> <ul style="list-style-type: none"> <li>Invite different people to visit Peel Hall from a range of occupations – firefighters, police, nurse, etc.</li> <li>Introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</li> <li>Consider opportunities to challenge gender and other stereotypes</li> </ul> <p>Show interest in different occupations.</p>