

Geography UNDERSTANDING THE WORLD	Autumn Term	Spring Term	Summer Term
	Across the academic year – Geography - (Development matters)		
	<p>With the teaching of each celebration/festival/tradition build on the children's knowledge and understanding. Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Describe and compare localities through stories (Handa's Surprise, We're Going On a Bear Hunt, Owl Babies) - Talk about and label basic geographical features through stories and trips out(hill, mountain, forest, beach ,stream, river, sea)</p> <p>Can talk about the weather. Make observations of weather whilst playing outside. Able to describe and name different types of weather-(hail, thunder, storm, fog, rainy day, windy day activities). Use weather vocabulary (lightning hail, tornado, hurricane, rainbow, sleet, tsunami, flooding, freezing, temperature. Observe and compare seasons (e.g. day length, clothing we wear), Introduce the daily weather chart-reading symbols to represent each type of weather. Talk about the weather each day. Name the 4 seasons – discuss the climate and features of each one, and what changes occur,</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • Exposure to maps of different kinds. • Draw information from a simple map. • Use Globes, books and Atlases. 		
	<p>Our outdoor area - Creating maps</p> <ul style="list-style-type: none"> • Know that we attend Peel Hall Primary school/ we live in Swinton/city of Manchester (talk, draw, collect artefacts with Manchester bee as our symbol. • Display and talk about maps (teacher made and actual maps) what are they used for, how can they help? • In the outdoor area – plan a map based on noticeable locations (position of a shed, tree, etc) that children can add. Let the children give to their friends, can the children follow a simple map – encourage the use of positional language. • Understand and use positional language in everyday situations – Maths/SSM <p>Diwali-</p> <ul style="list-style-type: none"> • Talk about India and describe the country through images, books, and clips. • Compare clothes, buildings, food, traditions using books and internet to research. <ul style="list-style-type: none"> - Create own artefacts –tea light holders, Mehndi patterns. • Taste Indian food. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. <p>Bonfire Night</p> <ul style="list-style-type: none"> • Talk about and name London as the city where the plot was foiled. • Compare Little Hulton and London, now, in terms of size, buildings, people. 	<p>Walking around my school -</p> <ul style="list-style-type: none"> • Familiarise children with the name of the road, and or village/town/city Peel Hall is located in. • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. • Offer opportunities for children to choose to draw simple maps of their immediate environment. • Understand and use the language of movement/direction - Maths/SSM <p>Haigh Hall Trip Visits to local area using minibuses</p> <ul style="list-style-type: none"> • Compare immediate locality around school and on journey to Haigh Hall. • Travel on the mini bus observing the journey on the way (roads, motorways, farm land,). • Compare their local Swinton parks with Haigh Hall (size, distance, equipment) pictorially. • Understand and use the language of movement/direction - Maths/SSM <p>Chinese New Year</p> <ul style="list-style-type: none"> • Talk about China and describe the country through images, books and clips. • Compare clothes, buildings, food, traditions with ours using books and internet to research • Taste and eat Chinese Food - Chopsticks <p>Holi</p> <ul style="list-style-type: none"> • Talk about India and describe the country through images, books and clips. • Compare clothes, buildings, food, traditions with ours using books and internet to research. • Understand that some places are special to members of their community. 	<p>Trips into the community</p> <ul style="list-style-type: none"> • 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. • Take a short trip on either a bus or a train. • Use everyday language to talk about position. – Maths/SSM <p>Animals and their features</p> <ul style="list-style-type: none"> • Through the use of maps and globes find out where a variety of animals live around the world – Africa, China, Australia, UK, India, etc. • Through photos/pictures and nonfiction books identify the different habitats animals live in, desert, jungle, rainforest, woodland, Artic, sea/ocean, etc. • Learn about different bodies of water – sea, ocean, lakes, rivers, and what animals learn within them. • Explore the natural world around them. <p>O-Bon – Japanese festival</p> <ul style="list-style-type: none"> • Talk about Japan and describe the country through images, books and clips. • Compare clothes, buildings, food, traditions with ours using books and internet to research. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.



Peel Hall Primary School Reception Geography Overview

- Compare London then and now using photographs and drawings.

Bents Trip

- Compare immediate locality around school and on journey to Bents
- Travel on the mini bus observing the journey on the way (roads, motorways, farm land,)

- Recognise that people have different beliefs and celebrate special times in different ways.

- Recognise some similarities and differences between life in this country and life in other countries.