



Geography Long Term Map Reception

Preparation for NC:

The vocabulary that the children are exposed to in reception shall be used and built upon as the children progress through school. During Year 2, the children will learn about 'Where we Live' and 'A Walk in the Park'. By learning about their immediate environment in Reception, the wildlife around them and the different areas in our local area the children are prepared to further their learning about the area we live in. The children will also be exposed to a map and a globe in Reception, which again, is preparing them to deepen their learning about where we live. The study in Year 2 will see the children looking at different routes to get to the park and again, the children have been exposed to doing such tasks when visiting the woods in Reception.

The children will look at a Jungle and a Woodland area. The children will be able to look at and discuss the different plants and animals in these areas. They will also be able to group animals between farm and not farm animals, jungle and not jungle animals. This is preparing the children to explore different habitats and land areas within the world such as 'Sensational Safari' in Year 1 where the children will learn about a different area.

The children will learn about China and Kenya when in Reception, this is exposing them to other countries within the world and allows them to look at and use a globe. They will also begin to talk about what is the same and what is different between England and the countries being studied. This is preparing the children for different aspects of the National Curriculum and being able to discuss and compare similarities and differences. The children will look at Peru in Year 1, America in Year 3 and Brazil and Antarctica in Year 4. In each of these lessons the children will look at human and physical features of Geography and make

comparisons between different countries. The children are able to draw on the skills they have learned in Reception to be able to do this.

In Reception the children will also spend time observing the seasons and weather in our environment. This is exposing the children to seasonal vocabulary and weather vocabulary. The children are then able to use this as they move through school and this also underpins their ability to compare climates in different countries.

	Theme	Early Years Foundation Stage Framework
Autumn 1	<p><u>If you go down the woods today</u></p> <p>Children will visit and explore a local woodland (North Dean Woods, Copley). Pupils will observe and learn vocabulary to describe the British Woodland and common characteristics. They will have the opportunity to observe things closely through a variety of means, including magnifying real artefacts (such as leaves, twigs etc.) and looking at photographs.</p> <p>Pupils will look at aerial views and identify trees and woodland. They will look at a simple map of the local area and identify areas of woodland.</p> <p>Pupils will explore British wildlife and begin to categorise and compare animals by their habitat. A small world woodland or forest will be available for pupils to explore. Natural items such as bark chips, wooden disks, soil and leaves will be placed in a tray along with some small world trees and woodland animals.</p>	<p><u>The World-</u></p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear and feel whilst outside. • Explore the natural world around them. • Draw information from a simple map • Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG)

	<p>Pupils will observe and interact with natural processes. They will explore the seasonal features of Autumn.</p> <p><u>Key Vocabulary</u> Woodland/ wood, map, weather, tree, plant, conker, pinecone, mushroom, leaf, twig, branch, river, bark, tree trunk, path,</p> <p><u>Trips/Visits: North Dean Woods</u></p>	
Autumn 2	<p><u>It was a dark, dark night</u></p> <p>Pupils will observe and interact with natural processes. They will explore the seasonal changes from Autumn to Winter. Pupils will sort and classify items associated with the different seasons.</p> <p>Children will walk to the Victoria Theatre in Halifax. They will learn that they live in a town called Halifax and observe things they see in the local area, such as roads, buildings and shops</p> <p><u>Key Vocabulary</u> Halifax, town, Seasons, winter, spring, summer, autumn, leaves, change, hot, sunny, cold, snow, rain, wet, frost, icy, foggy,</p> <p><u>Trips/Visits: Halifax Victoria Theatre</u></p>	<p><u>The World-</u></p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear and feel whilst outside. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG)

Spring 1	<p><u>Go Wild!</u></p> <p>Children's attention will be drawn to their immediate environment. They will become familiarised with the name of the road, and or village/town/city the school is located in. They will explore aerial views of the school setting and comment on what they can see. They will notice and recognising buildings, woodland and roads.</p> <p>Using the story Handa's Surprise and the setting of the story as a Springboard, children will explore a Kenyan village. They will compare a Kenyan village to Halifax, looking at similarities and differences. Pupils will sort and classify environmental features of England and Kenya. Pupils will explore the weather of Kenya and the type of clothes they would need to pack if they were to visit a hot country.</p> <p>Using Handa's Surprise as a stimulus, pupils will create a map for Handa as she walks to Akeyo's village. Pupils will include familiar items from the setting, such as mud houses, grass, animals and trees.</p>	<p><u>The World-</u></p> <ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map • 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 (ELG)
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	<p><u>Key Vocabulary</u></p> <p>England, Halifax, Africa, Kenya, village, town, rain, dry, globe, world, country, sea, land, buildings, shops, road, street, house, map,</p> <p><i>Trips/Visits: Zoo-Lab, African Workshop</i></p>	
Spring 2	<p><u>Farmyard Hullabaloo</u></p> <p>Pupils will observe and interact with natural processes. They will explore the seasonal changes of Autumn to Spring. Pupils will sort and classify items associated with the different seasons.</p> <p><u>Key Vocabulary</u></p> <p>Plants, grow, farm</p> <p><i>Trips/Visits: Farm</i></p>	<p><u>The World-</u></p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear and feel whilst outside. • Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG)

Summer 1	<p><u>Robot Rumpus</u></p> <p>Pupils will visit a local mosque. They will walk there to further develop their knowledge of their immediate environment. They will notice and recognising buildings, such as shops, houses and the doctor's surgery, Mosque and roads.</p> <p><u>Key Vocabulary</u></p> <p>England, Halifax, buildings, shops, road, street, house, map, mosque</p> <p><u>Trips/Visits: Local Mosque</u></p>	<p><u>The World-</u></p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Draw information from a simple map
Summer 2	<p><u>Down at the bottom of the garden</u></p> <p>Pupils will observe and interact with natural processes. They will explore the seasonal changes of Spring to Summer. Pupils will sort and classify items associated with the different seasons.</p> <p>Pupils will visit Tropical World. They will spend time observing the plants and animals and describing what they can see.</p> <p><u>Key Vocabulary</u></p> <p>Garden, grass</p>	<p><u>The World-</u></p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Understand some important processes and changes in the natural world around them, including the seasons and

	Trips/Visits: Tropical World	changing states of matter (ELG)
	<p><u>Ongoing throughout Reception</u></p> <p>Pupils will explore the outdoor environment on a daily basis. Here they will have frequent opportunities for outdoor exploration. Pupils will develop a sense of curiosity through having the freedom to touch, smell and hear the natural world around them.</p> <p>Pupils will observe and describe the weather patterns on a daily basis. They will note and record the weather using a day, date and weather chart each day.</p>	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside.