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| **Geography Year R Medium-Term Plans 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**Geography Medium-term Plan (Year R - Autumn term)**

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| **Year Group**: Reception | **Term**: Autumn | | **Unit of Learning:** Locational knowledge  Human and physical geography |
| **About the unit:**  The children will be given the opportunity to spend time in the outside area (school grounds) to talk about what they see, what has changed and what they notice while outside. They will be able to record what they see in relation to the plants in a variety of ways (e.g. taking photographs, drawing, painting, writing). The children will observe the animals that they may see in their immediate location. | | **Where the unit fits in:**  This unit will be stand alone while exploring our environment and what is happening with the seasons. It will run alongside ‘Let’s celebrate’ while looking at some of the Autumn and Winter celebrations, ‘Where in the world?’ while we are looking at the meaning of Easter and how it is celebrated around the world and ‘Space’ while looking at how the seasons change due to the tilt on the Earth’s axis. | |
| **Prior Learning:**  This will be the first time looking at seasons as a cohort and the children may have different experiences (i.e. different home life/ pre-school or not). Throughout the year the children will be able to talk about similarities and differences between the seasons | **Vocabulary:**  Season, Autumn, Winter, Spring, Summer, plants, flowers, trees, buds, leaves, shoots, animals, dog, cat, squirrel, bird, Magpie, Pigeon, Daffodil, grass, Beech tree, Oak tree, acorns, blossom, warm, hot, cold, freezing, rain, sun, ice, snow, hail, wind, mini beast names | | **Resources:**  Photographs  School grounds  Bug catchers  Non-fiction books  Websites |
| **Assessment (By the end of this unit the children will be able to…)**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Understand some important processes and changes in the natural world around them, including the seasons | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to explore the natural world around them.  To make observations about the natural world around them.  To draw pictures of animals and plants that they see around them. | To go on an Autumn/ Winter/ Spring/ Summer walk.  Allow the children to comment/ ask questions and talk about what they notice.  Research any questions that the adults do not know the answer to, to show the children how we can find out information that we don’t know.  Model through talking about what you notice and showing real interest in children’s observations too.  Encourage the children to record in some way what they have observed in their natural world. The children are encouraged to draw what they see. The natural world can be brought into the classroom or take photographs to help children with colour and shape for their drawings. | | The children will be able to talk about the natural world around them and enjoy looking for changes within their immediate locality.  The children will notice changes and be able to articulate what they observe. They will know to observe from a distance but also get near to see small changes (e.g. buds appearing in Spring).  The children will record what they observe in their natural world by drawing pictures of plants and animals. |
| Understand some important process and changes in the natural world around them including the seasons. | To go on an Autumn/ Winter/ Spring/ Summer walk.  Allow the children to comment/ ask questions and talk about what they notice.  Research any questions that the adults do not know the answer to, to show the children how we can find out information that we don’t know.  Model through talking about what you notice and showing real interest in children’s observations too. | | Children to know the names of the seasons and name the key changes in the seasons in the UK. |

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| **Year Group**: Reception | **Term**: Autumn | | **Unit of Learning:** Geographical skills and fieldwork |
| **About the unit:**  The children will begin to understand direction by having the opportunity to explore the Code-a-pillars. This will be an introductory unit into direction and local words and allow the children to explore in their own time how they can plan, create and begin to predict the code. | | **Where the unit fits in:**  This unit will be stand alone to give the children the opportunity to explore and programme technology. | |
| **Prior Learning:**  Prior learning will be mixed based on previous experiences. This will allow a simple baseline to take place to identify which children may need additional support and additional sessions with technology. | **Vocabulary:**  Code-a-pillar, code, piece, turn, left, right, forwards, near, far, switch, on, off, plan, join, | | **Resources:**  Code-a-pillars  Code-a-pillar rules Powerpoint |
| **Assessment (By the end of this unit the children will be able to…)**  Use some directional and locational words accurately (introduction to near, far, left and right using Code-a-pillars) | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To be able to use directional and locational words accurately. | Children to be shown the rules for using the Code-a-pillars and what each section of the code can do.  The children are to work in pairs and explore using different parts of the code and different combinations.  The children are to have a go at trying to get their Code-a-pillar to reach certain locations (Is it near? Is it far? Do they need to turn left/ right?)  The children are to describe the route the Code-a-pillar took. | | The children will be able to use some directional and locational words including near, far, left, right, forwards. |

**Geography Medium-term Plan (Year R - Spring term)**

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| **Year Group:** Reception | **Term:** Spring | | **Unit of Learning**: Place knowledge |
| **About the unit:**  The children will be able to explore how countries are similar and different and how the lives of the people that live there can be similar and different. The children will research this through non-fiction resources, maps and stories set in different countries. | | **Where the unit fits in:**  The children will have looked at where they live and their local natural environment during the ‘All about me’ learning challenge. During the learning challenge of where in the world the children will be able to tell their peers and find out about where in the world their peers/ their families originate from. | |
| **Prior Learning:**  While completing the all about me learning challenge the children will have gained an understanding that not everyone’s families look the same, we don’t all live the same way or in the same type of building and speak the same languages. | **Vocabulary:**  World, map, atlas, globe, continent, country, Ghana, Uganda, Mbale, Africa, Antarctica, South Pole, North Pole, climate, weather, hot, cold, ice, desert, homes, similar, different, same, | | **Resources:**  Videos  Photographs  Maps  Atlases  Globes  Stories from other cultures  Non-fiction books |
| **Assessment (By the end of this unit the children will be able to…)**  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.  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. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| Explain some similarities and differences between life in this country and life in other countries. | Learning about the places that their peers come from/ families originate from and see if there is a particular interest in one of those countries above the others.  Using Africa as a comparison continent – explore the life of a girl in Ghana using videos from Cbeebies called Where in the world? Use this to look at how her life is similar and different.  Use the text Handa’s surprise to look at the fruit that is freely available and how they may carry things in a rural village. | | The children will be able to describe how their life is similar and different to others in other countries. |
| To know some similarities and differences between the natural world around them and contrasting environments. | Look at ‘one day on our blue planet’ books for in the Savannah and in the Antarctic.  Compare the animals we see in our natural environment to those that you might see in the Savannah and in the Antarctica.  Explore the village Mbale in Uganda looking at the rules of the road, the environment, animals that they would see and the what the school looks like (how is it similar/ different) | | The children will be able to describe the similarities and differences between where they live and places of high contrast. |

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| **Year Group:** Reception | **Term:** Spring | | **Unit of Learning**: Geographical skills and fieldwork |
| **About the unit:**  The children will be given the opportunity to look at maps and ask questions, talk about what they see and talk about places they have been/ their families live. | | **Where the unit fits in:**  This is within the learning challenge ‘Where in the world?’ where the children will be learning about our world and some of the countries within the world. | |
| **Prior Learning:**  The children will have completed a where I was born sheet and begun to plot these onto the world map. | **Vocabulary:**  World, map, atlas, globe, continent, country, Africa, Asia, Antarctica, North America, South America, Europe, England, Rugby, Australasia | | **Resources:**  World map  Atlases  Globe |
| **Assessment (By the end of this unit the children will be able to…)**  Begin to look at world maps, atlases and globes to identify where in the world stories are set, other children/ their families come from. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To show an interest in maps, atlases and globes. | Have maps, globes and atlases available for the children to explore during choosing time.  Adults to ask the children questions and be available to be asked questions related to the resources. | | The children will know what a map is and what it can be used for. The children will begin to understand about different countries and continents and hot and cold areas of the world. |
| To begin to identify where stories are set and where their/ other children’s families come from. | When sharing a text to talk about the setting and plot on the map where the story is set.  To complete an activity, identifying where the children and their families come from.  Plot these children onto the map so that the children can see the spread of different places the children in their class come from.  To encourage the children to think about the different countries and to ask questions and comment on what they see and hear. | | The children will begin to ask questions and comment on the setting of stories (especially those that are clearly set in a contrasting country to their own). |

**Geography Medium-term Plan (Year R - Summer term)**



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| **Year Group:** Reception | **Term:** Summer | | **Unit of Learning**: Geographical skills and fieldwork |
| **About the unit:**  The children will begin to be able to explain how they live on one planet in our solar system. The children will be able to draw on their introduction of maps and the globe to be able to identify planets within our solar system. | | **Where the unit fits in:**  This is within the learning challenge ‘What’s in space?’ which follows the children’s interest in this area and follows on from beginning to use maps, globes and atlases. | |
| **Prior Learning:**  The children have learnt about different continents in the world and know that our world is called ‘Earth’. | **Vocabulary:**  World, globe, planet, star, sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, dwarf planets, satellites, moon, solar system, orbit, tilt, axis, astronaut, rocket, space, rover, capsule, day, night, daytime, | | **Resources:**  World map  Atlases  Globe |
| **Assessment (By the end of this unit the children will be able to…)**  Use of solar system maps and globes to begin to understand day and night, that we live on Earth, that we have 1 moon and that there are other planets in our solar system. | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| To recognise and begin to label solar system maps. | Have the solar system on the display board.  Use songs such as <https://www.youtube.com/watch?v=PCxjuDePdCI&vl=en>  Watch videos including rocket launch, first moon landing, Time Peakes videos and Maddie, Space and you on Cbeebies.  Look at the order of the planets and what we know about them to help with order and identification including memorable phrases (My Very Easy Method Just Speeds Up Naming Planets). | | The children will be able to identify the map of the solar system. They will be able to identify Earth from the map and at least two other planets. |
| To know some facts about the solar system. | Research the planets in the solar system and begin to create floor books for the children to share with each other during choosing time.  Ensure the children know that man has only ever stepped on the moon (other than Earth). Robots have now landed on Mars – watch the landing of the rover on Mars that happened 2021. | | The children will know that we live on planet Earth, that we have 1 moon and that there are other planets in our solar system too. |
| To be able to talk about daytime and night. | Use the globe and a model of the sun for the children to understand what happens.  The children can practise being planets/ the sun outside during choosing time.  The children could draw a picture of Earth and the sun to show which side of the Earth is in daytime and which side is at night. | | The children will know that it is daytime for us when the sun is shining on our part of the Earth. It is night time when the sun is shining on the opposite side of the Earth, plunging us into darkness. |