

# Geography Learning Organiser

## Key Question: What is around me?

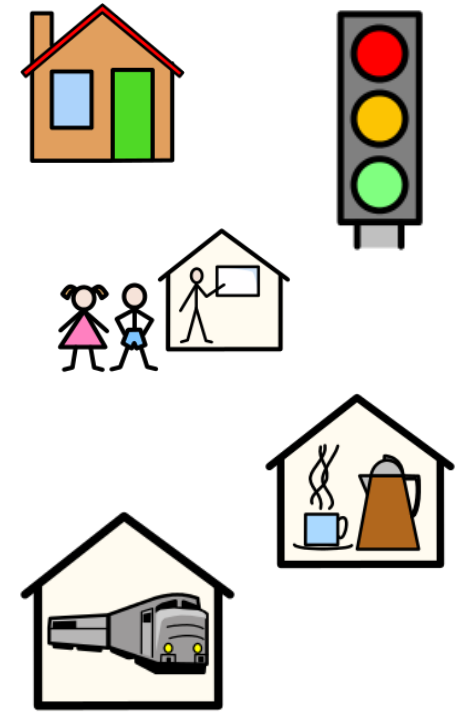
Key Vocabulary	
building	A structure for living or working
school	A place where children go to learn
shops	A place where people go to buy and sell things
signs	An object which tells you about something else eg street signs tell you what to expect
street	A road in a city , town or village, usually with houses or shops
Names of seen features eg street lights, bin, post box etc	

### Learning Opportunities

- Children are guided to make sense of their physical world and their community.
- Their experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museum, to meeting important members of society
- Listening to stories, non-fiction and poetry will foster their understanding of our culturally, socially, technologically and ecologically diverse world

### Where?

Children will learn that our school is in an area with other built features. They might learn that we live in a town. They will begin to understand that towns have shops, houses and schools. There will be opportunities for people to travel by road, rail and sky. They might learn that we live in the UK which is a country in the world.



### Climate and Weather

Children will notice that people do different things depending on the weather. They might need to change the clothes that they wear, or have restrictions on what they can do. They might notice that the weather changes. They will begin to name the types of weather that they see and know that the weather is something that occurs outside, in the sky.



### What are the human features?

Through books, pictures, videos, talking to adults and walks in the local area, children will be exposed to different buildings and human features in the local area, such as street lights, post boxes, bins etc. They might be able to talk about why these objects are there.



### What are the physical features?

From books, pictures, and videos, and walks around the local area, children may be aware of different physical features such as beaches, forests, mountains, volcanoes etc and be able to compare these places to the local area around Holly Park.

### What lives in the local area? - Flora

Children will learn about the flora in the local area by learning in the outdoor classroom and the planting around school. They will see plants growing around the local area on their local walk and will be begin to notice the features of these plants and where they are eg trees planted along the roadside.



### What lives in the local area? - Fauna

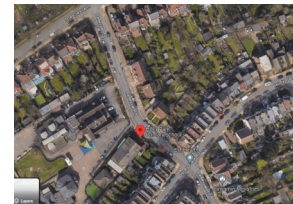
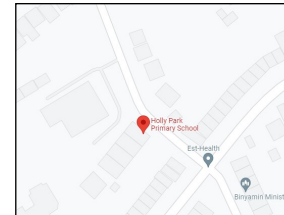
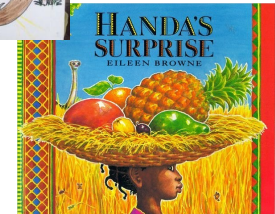
Children will be able to discover minibeasts during their learning in the outdoor classroom. The mud kitchen and planting areas attract some wildlife. Birds and flying insects can also be found. Children may be able to talk about their own pets and may have seen other forms of wildlife eg foxes when at home.

### Enquiry Skills - Disciplinary Knowledge

- Children have back and forth interactions
- Children learn new language by adults commenting on what they are interested in or doing
- Children are exposed to new contexts through fiction, non-fiction, rhymes and stories.

## Map Skills - Whole of Reception (recommended by OS)

Using and Interpreting	Position and orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
<p>Derive information from a simple map.</p> <p>Use a simple plan map of the school grounds to find and / or mark in features.</p> <p>Follow a simple route at a local scale, using familiar landmarks.</p> <p>Use journey sticks or strings to create simple drawn maps.</p>	<p>Point to the North and South Poles on a globe.</p> <p>Use a compass to identify the direction of North.</p> <p>Use more complex directional language and confident using 'right' and 'left'.</p>	<p>Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds.</p>	<p>Begin to use simple symbols on maps to show features and journeys.</p> <p>Recognise the use of symbols on maps and what they mean.</p>	<p>Start to gain knowledge of their own country and its features.</p> <p>Zoom in to a map to find the school using a postcode.</p> <p>Know that you need to zoom out to see a larger area.</p>	<p>Manipulate and annotate large scale maps, adding simple text, markers, and photographs.</p>



### Previous Knowledge

Children will learn that all people, animals and plants that we know all live in The World.

People live in different places around the world. Sometimes they do the same things as us, sometimes they do different things to us.

People can travel to other parts of the world

### Geographical Understanding

Different places are used for different things

People make things for other people to use when they are out and about eg roads, street signs

All of the children who go to Holly Park, live near to Holly Park

### Style of Map (recommended by OS)

- Inflatable globes in different sizes: political and physical, and ones you can write on. ·
- Stand-alone globes to have ready for story time. ·
- A range of maps of different scales and genres. ·
- OS maps at a large scale of the local area i.e., 1:1250 or 1:2500. ·
- Access to digital mapping with annotation facilities, such as Digimap for Schools. ·
- First Atlases. ·
- Story maps. ·
- Access to aerial imagery in digital and printed form, especially of the school and local area. ·
- A range of media and prompts for creating 3D and 2D maps: including sand, water, and small-world play. ·
- Large scale printed maps cut up into rectangles and laminated to make simple jigsaws and talking points.