



Geography Learning Organiser

Reception

Key Question: Where are we from?

Key Vocabulary	
country	An area with a its own name, flag, people and government
family	A group of living things who come from the same parents, grandparents, great grandparents etc
language	A set of words, gestures or symbols that allow people to communicate
weather	The temperature, wind, air pressure, humidity, rain and cloudiness

Essential Knowledge- 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.



Essential Knowledge- What lives around the world? - Flora

When experiencing different foods from around the world, children might be exposed to different fruit and vegetables and learn that these grow in different parts of the world because they grow better there. They might be aware of other flora such as palm trees 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



Essential Knowledge- Where?

Children will learn that their friends, family and others people that they know have lived in other countries. People at Holly Park come from all over the world. People can move to another country to live there.



What are the human features?

Through books, pictures, videos and talking to adults children will be exposed to different buildings and human features from around the world.

What are the physical features?

From books, pictures, and videos, children might be aware of different physical features that occur in different parts of the world eg mountains, hills, beaches, snow, oceans, etc

Essential Knowledge- What lives around the world? - Fauna

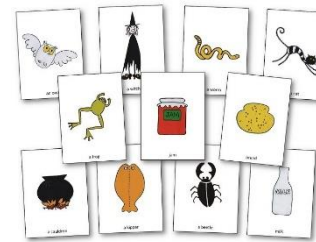
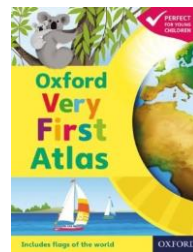
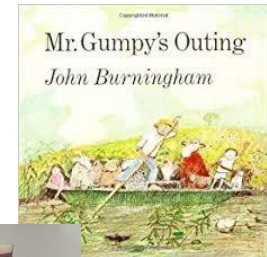
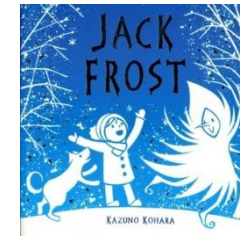
Children will be aware of animals from around the world . They might be aware of the different environments in which different wild animals are found. They should begin to understand that many of the wild animals that they know, do not live in the wild in the UK.

Core 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.

Core 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>



Special Day-Cultural Day

Essential Knowledge- Geographical Understanding

Through the Cultural Day...

Children in our school have families in different countries.

People in different countries might speak a different language

People in different countries might wear different clothes

People in other countries might eat different sorts of

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

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.