



Knowledge Organiser

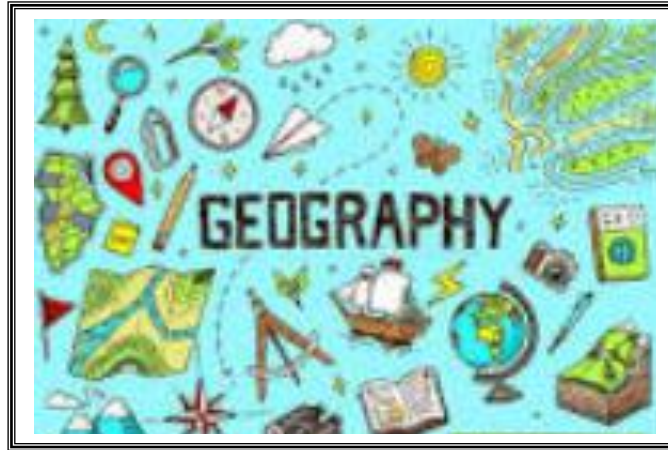


Subject:	Geography
Year Group:	Reception

Prior/Background Knowledge:

Children should start school:

-Knowing that there are different countries in the world and talk about the differences they have experienced or seen in photos.



People, Culture and Communities and The Natural World ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Autumn 1:

We learn all about our families and the homes we live in. We look at a big map of Dewsbury Moor and locate the places we know (school, Asda, mosque etc) we also look at some of the map symbols for these places.

Children send in photos of their homes and are asked to learn their address. We post a letter home as part of this.

When reading **Handa's Surprise** we find Africa on a world map and compare Handa's home to our own. We read a book called 'homes' which looks at children all over the world and their different homes.

When reading **On the way home** we talk about our own journey to school and the things that we pass. We add things to a simple map to represent our own journey home.

We talk about **Dewsbury** being a **town** in **England**. We learn that the capital of England is **London**.

Autumn 2:

When reading **wheels, wings and other things** we talk about which vehicles are appropriate for different journeys. This leads to a discussion about different places they may have visited.

When reading books about **space**, children learn that we live on planet **Earth**; they began to get a feel for how big the universe is.

When learning about Christmas, children gain an insight into **Christmas around the world** and how different countries may celebrate.

Children create a map for **The Jolly Christmas Postman** to follow to deliver all his presents and letters. We have a Post Office role play area.

Spring 1:

We learn about **Chinese New Year** and how people in China and all over the world may be celebrating.

Local healthy heroes: We contact some local 'heroes' who talk about coming from the same area as our children.

Parents jobs: When talking about local heroes we ask children to find out what jobs their adults do. Some adults work locally so we add their photo and place of work to our map (post office, Asda, Dewsbury hospital)

Spring 2:

Key history vocabulary:

Map, journey, symbol

The world, Earth, United Kingdom, England, London, Dewsbury, capital, town

Man made, natural

Ocean, sea

Seasons

Weather

Arctic/ Antarctic

North/South Pole

Summer 1

In RE we talk about **special places** such as a place we like to go on holiday, somewhere in our local area, a religious building.

After reading **What the ladybird heard** children design their own map of a farm and explain how you can get from one place to another.

We go on a **trip to a farm** and draw maps of all the things we saw. Whilst on the trip we show children how we need to follow the map to know where we are going.

When learning about different animals; we discuss their habitats and talk about which countries they live in.

Summer 2:

When learn all about **pirates** and make treasure maps!

In RE we talk about our **natural world** and the things we find beautiful. We discuss the difference between **man made** and **natural**.

When learning about sea creatures, we begin to discuss **sea pollution**. We also talk about **ice caps melting** and learn about which parts of the world these might be found. We introduce children to the terms **Arctic** and **Antarctic**.

Ongoing

World map: This is displayed in the classroom alongside a globe and some atlas/map books. We put photos up of children who were born in a different country and explain where they are from. This is then added to throughout the year for important events on the news/calendar.

Map of the United Kingdom: This is displayed and referred to throughout the year. We talk about living in **England**. We learn about the Saint days as they happen throughout the year and refer to the country they are celebrated.

Story maps: For many of the texts read in our English lessons, the adults and children draw story maps to show the journey through the book.

Local walks: Throughout the year children have 4 walks to the park, a walk to church and one to mosque. During these walks we discuss our local area and children point out places they know.

Weather: Every morning when we complete the calendar, we discuss the weather.