

**Year R Understanding the World/ Geography Long Term Plan 24 - 25**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>What makes me, me?</p> <p>Ourselves Exploring local community</p>	<p>What do you celebrate at home?</p> <p>Food and Celebrations Exploring Africa in <i>Handa's Surprise</i></p>	<p>Should they change, or should they stay the same?</p> <p>Traditional Tales Library visit</p>			<p>What does life look like under the sea?</p> <p>Under the Sea Reculver beach trip</p>

## Year R Medium Term Plan – Understanding the World/ Geography

<b>Term 1 Geography- Ourselves: What makes me, me?</b> <b>Key themes: Exploring our local community.</b>			
National Curriculum Links: ELGs & Development Matters	Key Texts	Key Vocabulary	Pupil Offer
<p><b>0-3:</b> Explore and respond to different natural phenomena in their setting and on trips.</p> <p><b>3&amp;4:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Rec:</b> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p> <p><b>ELG: People, Culture and Communities</b> - 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.</p>	<p>We're Going on a Bear Hunt In The Town Bear Goes to Town Martha Maps it Out My Map Book</p>	<p>Holidays, world, map, globe, earth, different types of transport, countries (naming ones relevant to class and stories), sea, ocean, land, relevant family members. Senacre, community, walk, roads, pedestrian, crossings, paths, journey, directions, map, shops, church, library, food shops/ takeaways, newsagent, town, Maidstone, England, country, county.</p>	<p>Through looking at pupils photographs and exploring memories, we will discuss if anyone has been on holidays/ have family who live in different countries. In class, we will use Google Earth, floor maps and a globe to explore the countries that pupils and teachers have been to over the summer/ in the past. After settling into the school routines, we will be going on a walk around our local community to explore what we have in our surrounding area. We will explore the purpose of certain establishments/ buildings such as the church, library etc. Then we will use wooden construction blocks to recreate our community.</p>
<p><b>Lesson 1</b> After receiving holiday photographs from pupils' homes, we discuss memories and use Google Earth, floor maps and a globe to see where about in the world members of our class have been. This includes photographs from teachers, looking at different countries and locations. <i>*Depending on how many photographs we receive, this may be taught in groups, or across more than one session.</i></p>	<p><b>Lesson 2</b> Ahead of our community walk, we will explore our local area on Google Earth. We will discuss the features and amenities we have near the school, whilst looking at images of well- known shops and buildings. For a retrieval activity, a checklist will be provided on the trip.</p>	<p><b>Lesson 3</b> In groups, pupils will use wooden construction blocks to recreate our community (Senacre Square/ Shepway Shops), whilst looking at photographs from our walk. In child initiated time, pupils will have the opportunity to draw simple maps of our route.</p>	

**Term 2 Geography- Food and Celebrations: What do you celebrate at home?**

**Key themes: Different countries in the world, Africa through *Handa's Surprise***

National Curriculum Links: ELGs & Development Matters	Key Texts	Key Vocabulary	Pupil Offer
<p><b>3&amp;4:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Rec:</b> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p> <p><b>ELG: People, Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.</p>	<p>Handa's Surprise Handa's Hen On My Papa's Shoulders Mama Miti Dinosaur's Day Out</p>	<p>Fruits (naming the fruits in Handa's Surprise), country, continent, world, Africa (naming relevant countries in Africa, including Kenya and South Africa), village, thatched houses, buildings, apartments, features of towns, cities, villages (road, paths, playgrounds, etc.)</p>	<p>As a part of exploring food, we explore the key text Handa's Surprise, and the continent Africa. We use the text to compare how England is different to Africa, but also explore the different housing in Africa, such as city life in South Africa. Whilst exploring dinosaurs, we will recap our map work by looking at the illustrations in 'Dinosaur's Day Out'.</p>
<p><b>Lesson 1</b></p>	<p><b>Lesson 2</b></p>		
<p>After reading 'Handa's Surprise' and 'Hand's Hen', we will look at Africa on the map (globe/ Google Earth). Then, share the powerpoint of different homes in Africa, whilst linking back to the houses seen in the story. We will explore different features of our homes, and what we can see in the images.</p>	<p>After reading 'On My Papa's Shoulders', we will recap what we learnt about the different houses in Africa. Pupils will learn that Africa is a big continent, with villages, cities and towns. Share a <b>powerpoint</b> including images of popular African cities.</p>		

### Term 3 Geography- Traditional Tales: Should they change, or should they stay the same?

#### Key themes: Library visit

National Curriculum Links: ELGs & Development Matters		Key Texts	Key Vocabulary	Pupil Offer
<p><b>3&amp;4:</b> Show interest in different occupations.</p> <p><b>Rec:</b> Talk about members of their immediate family and community. Draw information from a simple map. Understand that some places are special to members of their community.</p> <p><b>ELG: People, Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>		<p>Rosie's Walk Map work big book <i>Career Day</i> People Who Help Us collection</p>	<p>Library, librarian, local, public, community, walk, roads, paths, pedestrian, journey, directions, map, jobs, workers, naming different occupations.</p>	<p>Throughout the term the pupils would have been creating artwork that will be displayed in the local library. We will walk to the library, exploring our local community and then discuss the purpose of libraries/ librarians in communities. Linking to our community walk, we will also explore the different jobs we have in our community, as well as the different occupations. This will be supported with visits from member of the community, such as a nurse.</p>
<b>Lesson 1</b>		<b>Lesson 2</b>		<b>Lesson 3</b>
<p>A few weeks before our community walk, we will discuss different jobs using the text 'Career Day'. Share Powerpoint of different occupations, gathering information about what the pupils know. This will then be followed up by encouraging the pupils to play with our role play boxes in child initiated.</p>		<p><i>*Visit from nurse or/ and optician</i></p>		<p>Ahead of our community walk, we will recap what we have in our local area, whilst looking at Google Earth.</p>

### Term 6 Geography- Under the Sea: What does life look like under the sea?

#### Key themes: Exploring natural phenomena on a beach setting.

National Curriculum Links: ELGs & Development Matters		Key Texts	Key Vocabulary	Pupil Offer
<p><b>0-3:</b> Explore and respond to different natural phenomena in their setting and on trips.</p> <p><b>Rec:</b> Draw information from a simple map. Recognise some environments that are different from the one in which they live.</p> <p><b>ELG: People, Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.</p>		<p>Sally and the Limpet (setting looks very similar to Reculver Bay) The Snail and the Whale Winnie at the Seaside The Storm Whale The Storm Whale in Winter</p>	<p>Seaside, beach, coast, sea, ocean, cliffs, sand, stones, shells, coach/ car, roads, towers, decay, old, environment, places, dock, mountains, iceberg, artic, islands, forests, bay, tide (other necessary features of a beach/ coast).</p>	<p>To finish off our enquiry of under the sea, we will be visiting a local seaside (Reculver). At the beach we will explore natural phenomena, such as pebbles, stones, shells by completing observational drawings. We will discuss the location of the beach, and how close Reculver (and other Kentish coasts) are to Senacre Wood.</p>
<b>LESSON 1</b>				
<p>Ahead of our trip to Reculver Bay, we will look at local coastlines in Kent, focusing on Reculver. On Google Earth, we will explore what features of a coastline Reculver Bay offers (cliffs, sea, rocks, lighthouse etc.)</p>				