



Caversham Park Primary School

Reception Curriculum

Understanding the World: Geography

Key Knowledge:

- Know that a map is a representation of a place and of what we can see.
- Know and use positional language in relation to myself and my surroundings
- (Start to) Recognise that in our surroundings there are man-made and natural things
- Know that I live in Caversham Park Village (or another name), Reading, United Kingdom
- Know that people live in different places in the UK and the World
- Know the words hot and cold (in relation to weather and start to relate to place)
- Know that in other countries the human Geography can be different (homes, food and language)
- Know that in other countries the physical Geography can be different (weather and land)

Key Skills:

- Use information books and pictures as a source of information
- Investigate local surroundings and make observations about where things are.
- Talk about what they see in their own environment (school/home)
- Draw simple picture maps of imaginary and real places
- Draw around things (to make a plan)
- Look at maps of a familiar space.
- Begin to retrieve information from simple maps.
- Use relative vocabulary (bigger/smaller like/dislike) and positional language.
- Respect and care for the environment -classroom/ outdoors
- Recognise and describe some environments that are different from the one in which they live
- Recognise some similarities and differences between life in this country and life in other countries.

Vocabulary:

Bigger/smaller near/far Up/down
 Left/right forward/backward
 Like/dislike nice/horrible (environment)
 hot/cold Map Country World
 Caversham Park Village Reading United Kingdom
 river hill field buildings

Literature:

Me on the map
 We're Going on a Bear Hunt - Michael Rosen
 Rosie's Walk
 Here we are - Oliver Jeffers
 Oliver who was small but mighty - Mara Bergman
 On the Way home

Enrichment:

Story maps (related to Literature Spine)
 Going on local walks (Bear hunts etc)
 On-site school walks (using simple maps)

Adult Directed:

- Share stories and books that include localities different to ours. Compare similarities and difference to our locality.
- Use world maps to identify locations as appropriate
- Whole class and small group adult directed sessions as appropriate.

Continuous Provision:

- Area of the classroom dedicated to learning about the past and adapted with enhancements as appropriate.
- Atlases in reading area
- Maps in construction area
- During continuous provision adults looking for opportunities to look at maps, books, photographs etc and relate to geographical enquiry.

Enhanced Provision:

- Provide photographs of the local area.
- Provide books that include a variety of localities and ways of life.
- Add maps into different areas of provision
- Use tuff tray mats to begin to identify locations. Allow children to create own tuff tray mats (plans)
- World maps/atlases/globes

Assessment (ELGs)

Prime Areas:

Communication & Language:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Personal, social & Emotional Development:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Specific Areas:

Understand the World - People, Culture and Communities

- 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.

Progression Cycle A

Autumn	Spring	Summer
<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> • Talk about what they see in their own environment (school/home) • Recognise some environments that are different from the ones in which they live. • Look simple maps and plans. • Create simple maps/plans using classroom objects, e.g. train tracks and toy homes. • Know and use positional language in relation to myself and my surrounding 	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> • Investigate local surroundings and make observations about where things are. • Show respect and care for the environment • Know that I live in the UK and that there are some other countries/ cities • Know that people live in different places in the world • Recognise some similarities and differences between life in this country and life in other countries, including physical and human features. • Know the words hot and cold (in relation to weather and start to relate to place • Recognise and describe some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them 	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> • (Start to) Recognise that in our surroundings there are man-made and natural things • Look at and create simple maps and plans of places. • Draw simple picture maps of imaginary and real places • Draw information from a simple map • Identify ways of looking after the local area and other environments. • Know that I live in Caversham Park Village (or another name), Reading, United Kingdom • Recognise and describe some environments that are different from the one in which they live • Investigate local surroundings and make observations about where things are.

Progression Cycle B

Autumn	Spring	Summer
<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> • Talk about what they see in their own environment (school/home) • Look simple maps and plans. • Create simple maps/plans using classroom objects, e.g. train tracks and toy homes. • Know and use positional language in relation to myself and my surrounding 	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> • Investigate local surroundings and make observations about where things are. • Show respect and care for the environment • Know that I live in the UK and that there are some other countries/ cities • Know that people live in different places in the world • Recognise some similarities and differences between life in this country and life in other countries, including physical and human features. • Know the words hot and cold (in relation to weather and start to relate to place • Recognise and describe some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them 	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> • (Start to) Recognise that in our surroundings there are man-made and natural things • Look at and create simple maps and plans of places. • Draw simple picture maps of imaginary and real places • Draw information from a simple map • Identify ways of looking after the local area and other environments. • Know that I live in Caversham Park Village (or another name), Reading, United Kingdom • Recognise and describe some environments that are different from the one in which they live • Investigate local surroundings and make observations about where things are.