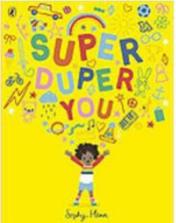
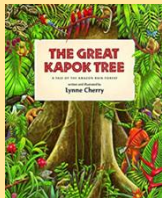
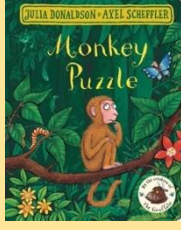
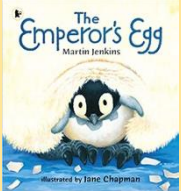
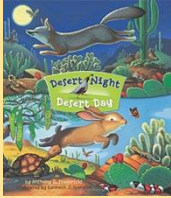
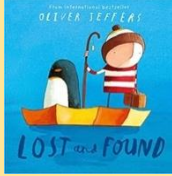
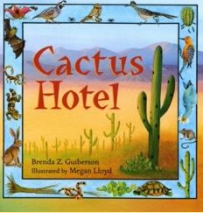


Geography Year Planner Reception

Term	Autumn 1	Autumn 2	Summer 1
Topic or Stand Alone?	Topic: All about me	Stand Alone: Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment.	Stand Alone: Handa's Surprise
Geography unit EYFS Framework focus	ELG UTW: People, Culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	ELG UTW: The Natural World 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.	ELG UTW: People, Culture and communities 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.
5 a day texts:	  	     	 
Explorer backpack?		Yes- Launch each day What you need in the Rainforest/Arctic/Desert e.g. Rainforest	

		• Binoculars • Insect repellent • Waterproof clothes • Umbrella • Water • Suncream Arctic • Hat, gloves, scarf • Warm boots • Goggles • Warm clothing Desert • Suncream • Water • Sun hat • Sunglasses • Cool, loose clothing	
Writing links & Other Key Wider Curriculum Links:	Maths e.g. Shapes on maps as symbols. (Pre-writing shapes) Small World version of the school environment, their house and the local village.	Science link = ELG Natural World changing states of matter (Ice) Writing passports Labelling environments TRIP – Eden to cover 4 contrasting environments!	Write a letter to Handa. Retell story with captions and speech bubbles for each character/animals. Make a list of vocabulary to describe the animals and/or fruit that appear in the story. Tasting fruit – adjectives for descriptions of tastes.
Enquiry Questions:	Topic Question = How am I special?	Stand Alone= What might we pack in a suitcase to take with us to different environments?	Stand Alone= How does my life compare to Handa's?

Knowledge content Locational based knowledge Place based Knowledge Geographical processes (Human and physical geography)	• I know my way to school. • I know some landmarks I pass. • I can identify simple features on a map for my school environment.	• I know that different parts of the natural world have different environments. E.g. temperature, weather, animals.	• I know some similarities and differences between life in this country and life in Kenya. E.g. culture, food, weather, houses, travel, schools.
Skills content	• I can use a simple map with symbols to spot features in the school grounds or in the local community, e.g. church, house, park. • I can draw and create my own map using real objects, and/or pictures and symbols. • I can name and locate different parts of my local community using photos. • I can use simple geographical words to describe human features e.g. street, house, road, office, church, school.	• I can compare similarities and differences between 4 contrasting environments. • I can describe what the natural world in a rainforest, desert, artic and our local environment are like. • I can use simple geographical words to describe contrasting environments.	• I know some difference between England and Kenya. (comparison) • I can find out about different environments by examining photographs, simple maps and listening to stories. • I can show awareness of physical and human features of the environments in my local area and Kenya.

Sequence of Lessons	L1= Small world house and school L2= Walk around school/ EYFS Garden and identify key features L3= Walk around village and identify key landmarks L4= Spot simple features on maps L5= Create own simple maps	L1= What is the weather like? L2= What would I take and need? L3= What animals would I see? L4= What plants would I see? L5= How do I feel? L6= How is it similar or different to other environments? Geography stand-alone week Theme: Plane Journey to 4 Environments 1 environment each day Mon= Rainforest Tues= Desert Wed= Artic Thurs= Local Environment	Geography SA week Handa's Surprise At the beginning and end of each lesson we will be adding to our comparison display between Handa and the children in our class L1= Launch the story which includes props L2= Looking at Africa and Kenya and where it is in the world L3= Temperature and weather L4= Food L5= Animals (Newquay Zoo Trip-African Savannah) L6= Homes and Education
Vocabulary	Left Right Forwards Backwards Map Key Symbol Above Under Behind Next to Street House Bungalow Road Roundabout	Desert Dry Sand Temperature Sandstorm Sand dunes Rainforest Wet Hot Tropical Rainfall Humid Trees Jungle Arctic Antarctica Igloo Chilly	Lion Buffalo Elephant Leopard Zebra Ostrich Antelope Parrot Goat Mango Avocado Passionfruit Tangerine Guava Kenya Tribe

	School Park Church Zebra crossing Traffic lights	Ice Snow Freezing Meerkat Scorpion Snake Camel Vulture Cactus Penguin Whale Polar bear Seal Inuit Kapok tree Sloth Python Butterfly Spider Jaguar Monkey Capybara	Africa Country Village Weather / Temperature Dry Hot Sun
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Assessment 1 = Half way through unit. 2 = End of unit quiz 3 = At least a half term away from the unit. (Revisiting Time)	✓ 1:1 Learning Journey Time with class teacher ✓ Lesson outcomes e.g. class participation in discussions and worksheets ✓ Retrieval quiz results e.g. Socrative, Kahoot, Nearpod
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