



Geography overview for Reception (EYFS)		
Children in reception will be...	Geography is taught...	Geography in reception looks like...
<p>Talking about members of their immediate family and community. Naming and describing people who are familiar to them. Drawing information from a simple map. Understanding that some places are special to members of their community. Recognising some similarities and differences between life in this country and life in other countries. Exploring the natural world around them. Describing what they see, hear and feel whilst outside. Recognising some environments that are different from the one in which they live. Understanding the effect of changing seasons on the natural world around them.</p>	<p>As part of 'understanding of the world' in reception.</p> <p>Autumn 1:</p> <ul style="list-style-type: none"> - talk about our family, its history and our community - begin to understand that people are different - explore the natural world with our senses - observe seasonal changes <p>Autumn 2:</p> <ul style="list-style-type: none"> - name and describe people in the community who are familiar - know that some places are special to different families - know that some people have different beliefs and celebrate in different ways - Three little pigs – maps of the local area <p>Spring 1:</p> <ul style="list-style-type: none"> - discuss the similarities and differences between life in our country and in others - explore the changes in seasons - exploring celebrations that take place around the world <p>Spring 2:</p> <ul style="list-style-type: none"> - talk about what we notice in the environment <p>Summer 1:</p>	<p>Teacher Led and activities</p> <p>Teacher led lessons will vary in length, depending on the task design, learning content and the stage of the year the children are in. Input may last up to 25 minutes, allowing activity time for the children. Lessons will gradually increase in length over the year, to help prepare the children for year one. By the summer term, lessons will be 30-40 minutes long. Lessons are taught when they are relevant to the topic.</p> <p>The main focus linking to geography over the year is regular reflection linking seasonal changes.</p>
<p>Key Vocabulary</p> <p>Maps, globes, community, environment, seasons, country, world, Earth, natural, place, quiet, busy, calm, noisy, similar, same, different, move, direction, forwards, backwards, route, school, church, road, pavement, park, zebra crossing, field, forest, pond, autumn, winter, spring, summer, weather, seasons, sea, beach, farm, road, path, river, hill, countryside</p>		<p>Wider provision</p> <ul style="list-style-type: none"> - Opportunities for families to share pictures of their families and for wider families to come into school and share. - Opportunities to explore using blow up globes and exploring the way the world looks - Large map demonstrating where the UK is and the place of focus from their topics. - Accessible non-fiction books in the book area for children to explore different countries - Chinese New Year celebrations in



	<ul style="list-style-type: none"> - talk about some similarities and differences between things in the past and now <p>Summer 2:</p> <ul style="list-style-type: none"> - talk about what we notice in the environment as the season changes to summer - discussing features of the seaside - dinosaur maps from the Jurassic era 	<p>Spring term</p> <ul style="list-style-type: none"> - Children have access to puzzles that link to geography, for example a map of the UK
<p>By the end of reception, children will be able to...</p>		
<p>People Culture and Communities ELG:</p> <ul style="list-style-type: none"> - 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>The Natural World ELG:</p> <ul style="list-style-type: none"> - 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. 		