

	Year group: Reception	Area/topic: Regions of the world
	Statutory Framework EYFS: Human and physical <ul style="list-style-type: none">• Describe the daily weather patterns.• Understand some important processes and changes in the natural world around them, including seasons (NC: 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 (NC: The Natural World) Locational knowledge <ul style="list-style-type: none">• Talk about places around the world when encountered in stories/ discussions. Place knowledge <ul style="list-style-type: none">• 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 (NC: People, culture and communities). Enquiry and Geographical Skills: <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants (NC: The Natural World).• Use the local area for exploring both the built and the natural environment.• Comment and ask questions about aspects of their familiar world- home, school and natural world• Find out about the local environment by talking to people, examining photographs, simple maps and visiting local places.• Describe location in simple terms (left/right).	

- Follow simple directions (forwards/backwards, up/down).
- Use a simple map with symbols to spot features in the school grounds and in the local community.
- Draw and create their own maps using real objects, and/or pictures and symbols

Prior learning	Future learning-
<p>In Nursery...</p> <p>Human and physical</p> <ul style="list-style-type: none"> • Describe the daily weather and match this to the corresponding symbol/picture. • Describe the weather during different seasons. • Know some of the differences between the four seasons. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Know that there are different countries in the world. <p>Place knowledge</p> <ul style="list-style-type: none"> • Describe their immediate environment in simple sentences. • Know some differences between school and their home. • Know some differences between the school and other places (such as their home, a garden, supermarket etc...) 	<p>In Year 1...</p> <p>National Curriculum statements</p> <p>Human and physical</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name the four countries of the UK. • Locate the four countries of the UK on a map. • Name the capital cities of the four countries of the UK. • Locate the capital cities of the four countries of the UK. • Name the four seas surrounding the UK. • Locate the four seas surrounding the UK. <p>Place knowledge</p> <ul style="list-style-type: none"> - Describe the physical geography of where they live and of a contrasting non- European country. - Describe the physical geography of where they live and of a contrasting non- European country.

What pupils need to know or do to be secure	
<p style="text-align: center;">Key knowledge and skills</p> <p>Children will know of different regions in the world and be able to talk about these places- polar, jungle and desert regions.</p> <p style="text-align: center;">Children will be able to identify hot and cold regions.</p> <p>Children will be able to locate polar regions on a map, atlas or globe. They may be able to identify continents with jungle and desert regions, e.g. deserts in Africa</p> <p style="text-align: center;">Children will know that the UK does not have any polar, desert or jungle regions.</p> <p style="text-align: center;">Children will be able to explain similarities and differences between taught regions.</p> <p style="text-align: center;">Children will continue to develop enquiry and fieldwork skills in National Fieldwork Fortnight (time TBC).</p>	<p style="text-align: center;">Possible evidence</p> <p>Children can identify polar regions on a map, atlas or globe. They could point or colour in a map to show where polar regions are.</p> <p>Children can role play in small world set up to be different regions. They can talk about what these regions are like.</p> <p>Children can talk about weather in different regions in maths meetings.</p> <p>Children can draw pictures, or create pieces of art to show different regions.</p> <p>Show the children a teddy bear and a small suitcase. Explain that Teddy is going on holiday to a hot or cold place and needs help to pack his suitcase. Talk about dressing for different climates/weather and what other things Teddy might like to take on holiday.</p> <p>Invite the children to work together to help Teddy pack his suitcase.</p> <p>Children will take part in National Fieldwork Fortnight.</p>
Key vocabulary	
Polar, jungle, desert, region, hot, cold, Arctic, Antarctic	
Common misconceptions	Books linking to this area
<p>Children may think that you can only find these regions in one place.</p> <p>Children may think that regions are countries.</p>	<p>The Frozen Worlds- Jason Bittel</p> <p>Ice Journey of the Polar Bear- Martin Jenkis</p> <p>Monkey Puzzle- Julia Donaldson</p> <p>Let's Explore the Jungle- Baby Professor</p> <p>Handa's Surprise- Eileen Brown</p> <p>All the animals were sleeping- Clare Helen Welsh</p>

	One Day on our Blue Planet: The Savannah- Ella Bailey
Memorable first hand experiences	Opportunities for communication
Fieldwork Fortnight (time TBC).	Children can role play in small world different animals from different regions. They will be able to explain what these regions are like- what you may see and the weather.

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Adults can promote opportunities and support children's speech and language within ILT.</p>	<p>Cognition and Learning</p> <p>Children can identify regions on a colour-coded map, e.g. white showing polar regions.</p>
<p>Social, Emotional and Mental health</p> <p>Adults can support children within ILT.</p>	<p>Sensory and Physical</p> <p>Adjustments can be made in ILT.</p>

