



Year group: Reception

Area/topic: Regions of the world (Summer 1)

(Objectives from NC/ELG/Development matters)

Statutory Framework EYFS:

Human and physical

- 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

- Talk about places around the world when encountered in stories/ discussions.

Place knowledge

- 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:

- 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

Key knowledge and skills

- Children will know of different regions in the world and be able to talk about these places- polar, jungle and desert regions.
- Children will be able to identify hot and cold regions.
- 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
- Children will know that the UK does not have any polar, desert or jungle regions.
- Children will be able to explain similarities and differences between taught regions.
- Children will continue to develop enquiry and fieldwork skills in National Fieldwork Fortnight (time TBC).

Possible evidence

- 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.
- Children can role play in small world set up to be different regions. They can talk about what these regions are like.
- Children can talk about weather in different regions in maths meetings.
- Children can draw pictures, or create pieces of art to show different regions.
- 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

Key vocabulary

- Polar
- Jungle
- Desert
- Region
- Hot/cold
- Arctic
- Antarctic

suitcase. Talk about dressing for different climates/weather and what other things Teddy might like to take on holiday. Invite the children to work together to help Teddy pack his suitcase.

- Children will take part in National Fieldwork Fortnight.

<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<ul style="list-style-type: none"> • Children may think that you can only find these regions in one place. • Children may think that regions are countries. 	<ul style="list-style-type: none"> • The Frozen Worlds- Jason Bittel • Ice Journey of the Polar Bear- Martin Jenkins • Monkey Puzzle- Julia Donaldson • Let's Explore the Jungle- Baby Professor • Handa's Surprise- Eileen Brown • All the animals were sleeping- Clare Helen Welsh • One Day on our Blue Planet: The Savannah- Ella Bailey
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<ul style="list-style-type: none"> • Fieldwork Fortnight (time TBC). 	<ul style="list-style-type: none"> • 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.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.