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| updated logo Hedgehogs Class Medium Term Planning for **Geography Summer Term 2023** | |
| Topic: Places  Links to places that children know/ are going to. ‘  Use of maps / globes. | This topic will be continually developed throughout the curriculum every day. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  We will also be going on the minibus where possible to explore our local area.  Key vocabulary:   * Leek * Park * Shops * Journey |

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| **Lesson 1 - Link it**  **Minibus journey**  Group activity –  Go on a journey around our local area on the minibus.  Practise transitioning to and from the minibus with symbols and songs. | **Lessons 2-4 – Learn it and check it**  **Minibus journeys and visits**  Group activity –  Visiting our local area – local parks.  Practise transitioning to and from the minibus and within our local area.  Visiting our local area – visits to local shops.  Practise transitioning to the shop and back by walking with an adult. Practise road safety when crossing the road.  Use iPads to take photos of our local area. | **Lesson 5 – Show it & Know it**  **Looking at photos of our visits**  Small group/ 1:1 activity –  Look at photos from our visits. Can children identify themselves in the photos? Can children identify where they are in the photos (park/ shop/ minibus)? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS - Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions.  **EYFS - Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.  **Key Stage One –**   * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom * use basic geographical vocabulary to refer to: key physical features, including: weather; key human features, including: town, farm, house, park and shop * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | EYFS –   * **Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.** * **Use all their senses in hands-on exploration of natural materials.** * **Explore the natural world around them.** * **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** * **Begin to understand the need to respect and care for the environment and all living things.** * **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.** * **Describe a familiar route.**   Key Stage One -   * **Identify seasonal and daily weather patterns in the UK.** * **Use basic geographical vocabulary to refer to key physical features including: hill, soil, season and weather.** * **Use basic geographical vocabulary to refer to key human features including: town, farm, house, park and shop.** * **Use simple fieldwork and observational skills to study the geography of their school and its grounds.** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Links to previous minibus journeys. | Activities provided during lesson  Children will access the local area on a weekly basis where possible.  Children will practise road safety with 1:1 support. | Independent activities linked to lesson  Children will be supported through their transitioning using visuals and audio cues. | How will the pupils share knowledge during or end of lesson  Children transition safely to and from the minibus, and within the local area. | Retrieve or generalization of learning after lesson  Children will be able to identify themselves in the photos of our visits.  Children will be able to identify where we have been in our local area by looking at the photos. |