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| updated logoHedgehogs Class Medium Term Planning for  **Geography Summer Term 2024** | |
| Topic: Animals and wildlife  **UK wildlife (common animals and names)**  **Nature walks in local area**  **Animal habitats** | This topic will be continually developed throughout the curriculum every day. There will be cross-curricular links to science (animals including humans) and DT (den building for animals).  We will explore our local area on a weekly basis by exploring local parks and spotting wildlife around us.  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.  Key vocab: animals, habitats |

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| **Link it**  Local area visits to local parks – identifying wildlife around us and going on listening walks. | **Learn it and check it**   * Minibeast hunt in the sensory garden – what wildlife can we find? Use a checklist and magnifying glasses * Cross-curricular links with science – sensory role play to explore animal habitats: cold areas (ice, water & snow), hot areas (sand), farm yard (straw, hay & mud), jungle (grass, water), etc. Identifying animals and animal sounds using communication mats and sound buttons | **Show it and know it**  Exploring habitats and identifying a variety of common animals – use communication mats to say what you can see.  **Trips –**  Glebe farm trip  Peak wildlife trip |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **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 –**   * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; * 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 –   * **Use all their senses in hands-on exploration of natural materials.** * **Talk about what they see using a wide vocabulary.** * **Understand the key features of the life cycle of a plant and an animal.** * **Begin to understand the need to respect and care for the natural environment and all living things.** * **Explore the natural world around them.** * **Describe what they see, hear and feel while outside.** * **Recognise some environments that are different to the one in which they live.**   Key Stage One -   * **use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Local area visits to local parks | Activities provided during lesson  Minibeast hunts  Sensory role play to explore animal habitats | Independent activities linked to lesson  Cross-curricular links (science, DT, Phonics) to identify animals and animal sounds | How will the pupils share knowledge during or end of lesson  Naming common animals using communication mats | Retrieve or generalization of learning after lesson  Identifying animals in real life contexts (during trips) |