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| updated logo Hedgehogs & Butterflies Class Medium Term Planning for  **Geography Autumn Term 2022** | |
| Topic: People who help us  **Road safety -**   * My locality | This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions.  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. |

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| **Lesson 1 - Link it**  **Exploring our school**  Following Now/ Next boards for transitioning  Explore areas of our school (e.g. Forest School area/ Sensory Garden)  Plenary – look at photos from the session – can children identify themselves in the pictures? | **Lesson 2 - Learn it**  **Identifying areas of our school**  Look at photos of the school – can children identify familiar areas? Can children match familiar symbols to the school areas?  Plenary – look at photos from the session – can children identify themselves in the pictures? | **Lesson 3 - Learn it**  **Road safety**  Look at photos of roads – can children find the traffic lights and lollipop lady?  Watch videos of people crossing the road.  Practice crossing the road set up on the playground.  Plenary – look at photos from the session – can children identify themselves in the pictures? | **Lesson 4 – Check it**  **Practice crossing the road**  Practice crossing the road (set up in the classroom – IWB traffic lights and sound) – role play: lollipop lady, car driver, pedestrian  Stop, look and wait – listen for the traffic light sound and look for the green man  Plenary – show videos of children from the session? Can they identify themselves in the video? | **Lesson 5 – Show it**  **Transitioning to cross the road**  Trip to the park – show children photos of the minibus and park – transition using Now/ Next boards  Park the minibus on Asda carpark – cross the road to the minibus  Do children wait at the traffic lights? Do children know when to cross? | **Lesson 6- Know it**  **Identifying road safety**  Look at photos from the trip to the park – can children identify themselves in the photos? Can children identify the lollipop lady and traffic lights? Can children identify the cars? Do children model road safety when accessing the role play area independently?  Plenary – match the symbols to the road safety pictures on IWB. |

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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 –**   * Identify seasonal and daily weather patterns in the United Kingdom **(through continuous provision – identifying the weather during playtimes)** * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | EYFS –   * **Explore the natural world around them.** * **Understand the effect of changing seasons on the natural world around them.** * **Describe what they see, hear and feel whilst outside.**   Key Stage One -   * **Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.** * **Identify seasonal and daily weather patterns in the United Kingdom** * **Use basic geographical vocabulary to refer to key physical and human features.** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring a familiar area (our school) | Activities provided during lesson  Identifying areas of the school and naming them  Learning about road safety | Independent activities linked to lesson  Role play – practicing road safety | How will the pupils share knowledge during or end of lesson  Trip to the park – crossing the road in real life when accessing our community | Retrieve or generalization of learning after lesson  Showing that I can cross the road with adult support  Recognising things that I might see when crossing the road safely (e.g. lollipop lady, traffic lights). |