



Ready to Learn - Geography at Abbots Ripton

As part of our curriculum progression, knowledge, skills and vocabulary have been mapped in the 'specific' areas of the reception early years curriculum, to support development in the National Curriculum subject areas, as the children transition into Year 1. These key outcomes, are unique to our school and foundational to the next steps of learning in Year 1. We begin with things that are known to the children in the topic 'Marvellous Me' and then begin to move to the unfamiliar in 'Me and My World', and then from the local to the global in 'What a Wonderful World.'

Development Matters	Early Learning Goal Understanding the World	This is achieved in Reception (EYFS) by.....	At the end of Reception, I will know.....
Mathematics - Understand position through words alone. For example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. Understanding the World Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live.	People, Cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. 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. - Understand some important processes and changes in the natural world around them, including the seasons.	- Looking at where we live and talking about what we see on the way to school - Exploring the classrooms and spaces in our school grounds - Looking at maps and talking about features found on maps - Discussing where we are born and family living in different parts of the world. - Observing the changing seasons around the year - Comparing contrasting environments; Africa, Antarctica - Exploring harvest time - Explore festival celebrations from around the world - Know where different animals come from - Talk about living in different parts of the country and world	- some of the features of my immediate environment - where I live - the name of my school - what harvest is - some of the animals and insects that live around me - ask questions about what I can see around me - some features of my environment and use an aerial map to identify some of these; playground and Wild Wood - that some foods are grown in different parts of the world - some of the people in my community and what they do for a living - how we can begin to care for our world - the names of the four seasons. - the main features of the weather in all four of the seasons. - my address - that not all places in the world are the same - some animals from different parts of the world - some of the things we do can have an impact on the environment - some of the animals and insects that live around me

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Vocabulary: : <i>words to describe the environment and weather; trees, grass, flat, hilly etc, direction, up, down, map, location, world, country, place, town, city, village, aerial view, winter, spring, summer, winter, Abbots Ripton Primary School, Huntingdon, London, UK, England, Great Britain, Africa, Antarctica</i>			