



# St Monica's R.C Primary School – Reception Knowledge Organiser – Geography



## Geography in Reception

We become Geographers through the following EYFS areas of learning:

**Understanding the World**  
**Mathematics**

In Reception, we cover Geography through the following themes:

**Me and My Community**  
**Exploring Autumn**  
**Starry Night**  
**Growth and Change**  
**Big Wide World**

In Reception, we learn about the Earth and it's people. We look at natural things on Earth e.g. mountains. We also look at how people live in different parts of the world. **Geographical skills and knowledge are also developed through everyday discussions, stories, roleplay and child led interests.**

## Human and Physical

### Our Local Area

Our school is in Flixton

Places in Flixton include: Flixton Park, Urmston Swimming Baths, Duttons Pond etc.



### The Earth

We live on planet Earth. Our country is England, our city is Manchester and our town is Flixton.

There are lots of countries on Earth that are different. Different climates help certain fruit and vegetables grow.

The weather changes through the year as the seasons change.

Life in our country is different to others.

There are famous landmarks across the world e.g. Eiffel Tower. We look at pictures of these.



### Looking after Earth

Litter has a harmful effect on the areas where we live, work and play.

Recycling certain materials helps our planet and reduces waste.

Some items can be reused to make new things.



### Farms

A farm is used for growing crops and raising animals.

A farm is located usually in the countryside (rural area)



## Locational and Place Knowledge

- Climates and environments are different depending on their location on Earth.
- There are similarities and differences between life in this country and life in other countries
- A habitat is a natural home or environment for a living thing. They include oceans, woodlands, ponds and gardens.



## Geographical Skills and Fieldwork

### Maps

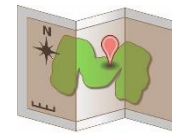
A map is a picture or drawing of an area of land or sea

Maps can be used to look at our school and local area.

We use maps to go to new places.

Maps show roads, shops, parks and buildings in our local area.

Our school includes key features which can be shown on a map.



### Globes

A globe is a 3D model of the Earth.

Globes and maps can show us the location of different places around the world.

Land = Green

Sea = Blue



## Additional Knowledge

- Stories help us to recognise settings such as beaches, woods, towns and cities.
- Discussions, drawings and photographs can be used to record what we see, hear and smell on seasonal walks.

## Key Vocabulary

World, Earth, People/Humans, Environment, Climate, Recycling, Maps, Countries

## Geography Links to EYFS Statutory Framework and Development Matters

### Geography

#### Understanding the World

##### 3 / 4 year olds:

- 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.

##### Reception

- 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

##### ELG: UTW: 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

##### ELG: UTW: People, Culture 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

#### Mathematics

##### 3 / 4 year olds:

- 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'.

## KS1 Geography National Curriculum Areas of Learning

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### **Human and physical geography**

- 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 basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.