

Subject: Geography Understanding the World	Year: Reception
Spring 1: Space	
<p>To begin this unit, the children should have already learnt:</p> <ul style="list-style-type: none"> • That a map is a picture of the Earth. 	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>To use world maps to identify countries. To use basic geographical knowledge to refer to physical and human features. To compare the UK with a contrasting country.</p>
<p><u>Key Enquiry Questions</u></p> <p>What is it like in space?</p>	<p><u>The Big Idea:</u></p> <p>To explore the world around me.</p>
To achieve ARE, pupils will need to be secure in the following knowledge:	
<p><u>By the end of this unit, children will know:</u></p> <ul style="list-style-type: none"> • That space is far away and can only be visited in a rocket. • That Earth is only one of the planets in space. • That the Great Wall of China is in China. • That the Great Wall of China can be seen from space • That China is a much bigger country than the UK. 	<p><u>By the end of this unit, children will be able to:</u></p> <ul style="list-style-type: none"> • Explain where space is and how to get there. • Name Earth as a planet. • Show where China is on a globe. • Describe a similarity and a difference between China and the UK.
<p><u>Vocabulary:</u> Map, globe, England, space, rocket, planets, Earth China, The Great Wall of China.</p>	<p><u>Resources including books:</u> Video clips/photos of space Globe. 2D map of the world. Texts: How to Catch a Star; The man on the moon; First big book of space; Look up; Look inside Space; Astro Girl; The Way back home.</p>

Subject: Geography Understanding the World	Year: Reception
Spring 2: Travel	
<p>To begin this unit, the children should have already learnt:</p> <ul style="list-style-type: none"> • That we live in Ludham, England. • What mode of transport they use to get to school. 	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>To use world maps to identify countries. To use basic geographical knowledge to refer to physical and human features. To observe the natural and man-made world around them.</p>
<p><u>Key Enquiry Question</u></p> <p>How can we get there?</p>	<p><u>The Big Idea:</u></p> <p>To explore the world around me.</p>
<p>To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p><u>By the end of this unit, children will know:</u></p> <ul style="list-style-type: none"> • That there are different modes of transport to move people around and that these can be used to travel to different countries in the world. • The names of some famous landmarks around the world. • That a Beebot can be programmed to follow a route marked on a map. • There are similarities and differences between our country and others around the world 	<p><u>By the end of this unit, children will be able to:</u></p> <ul style="list-style-type: none"> • Name modes of transport. • Name the mode of transport needed to get to a country far away from England, eg Africa, China. • Programme a Beebot and describe it's route, naming man-made and natural features it passes • Talk about other countries and talk about their differences
<p><u>Vocabulary:</u> Transport, bus, plane, boat, ship, bicycle. Map, globe</p>	<p><u>Resources including books:</u> Texts: The everywhere bear; We're going on a bear hunt; The Naughty Bus; Mr Gumpys outing; The train ride; Oi get off my train; Around the world in 80 days; Amazing trains; Amazing aeroplanes Photos of landmarks Bee bot</p>