Nursery & Reception- Geography

	Locational Knowledge	Place Knowledge	Human and Physical Geograpjy	Geographical skill and fieldwork	Field work
22-36 months	TWI- I can notice detailed features of objects in environment -22-36	TWI - I can notice detailed features of objects in the environment (22-36) •PCI- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea (22-36)	TWI-Notices detailed features of objects in their environment. (22- 36) •	TWI- Enjoys playing with small world models such as farm, a garage or a train track (2236)	FWI-I can find my own belongings
30-50 months	TW3 -I can comment and asks questions about aspects of familiar world such as where they live or natural world. 30-50 TW2 -I can locate my classroom and features	•SSMI- Uses positional language. (30-50) TW4- I can talk about some of the things I have observed such as plants, animals, natural and found objects (3050)	TW3 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.(30-50) •TW6 Developing an understanding	SSMI- Uses positional language (30-50) TW5 Talks about why things happen and how things work. (30-60)	I can find my way back to Nursery from a number of different areas around school

	in my environment such as the field.	PC2- Shows interest in different occupations and ways of life. (30-50)	of growth, decay and changes over time •TW7 Shows care and concern for living things and the environment •	•UI- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50)	
40-60 months	•TW8 - I can look closely at similarities, differences, patterns and change 40-60	SSM2-Can describe their relative position such as 'behind' or 'next to'. (40-60) PC3-Enjoys joining in with family customs and routines. (40-60)	TW8 Looks closely at similarities and differences, patterns and change (40-60)	•SSM3- Children use everyday language to talk about positions and distance to solve problems Can describe their relative position such as behind or next to (40-60) SSM2- Can describe their relative position such as 'behind' or 'next to' (40-60)	•I can find different areas of the school and the field FW3

Early	TW 9- I can talk about	TWIO-I can talk about	TWIL To make	•SSM4 -Children use	I can walk dow
Learning	similarities and	the features of	observations of	everyday language	the tracks and
Goal	differences in relation to	my own immediate	the environment	to talk about	talk about
	places, objects, materials	environment	and explain why	position and distance to solve	different sides
	and living things <u>ELG</u>	and how environments	some things occur	problems. ELG	and what they
		might wary from one	and talk about	producents. ELG	are used for <u>FW</u>
	• <u>TWIO -</u> They talk about	another (World ELG)	changes (World		
	the features of their own		ELG)		
	immediate environment	•TW9 - Children know			
	and how environments	about similarities and			
	might wary from one	differences in relation			
	another. ELG	to places, objects,			
		materials and living			
		things.(ELG)			
		PC4- They know about			
		similarities and			
		differences between			
		themselves and others,			
		and among families,			
		communities and			
		traditions. (ELG)			

Nursery Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TW1, PCI-	TW1, PCI-	TW1, PCI-	TW3, PC2, TW7	TW2, FW2, SSMI,	TW6, TW5
	FW1	FW1			
		V I			
14		<u>Vocabı</u>			
Knypersley First					
School, Nursery, field,					
playground, school.	playground, school,	playground, school.	playground, school.	playground, school.	playground, school.
Why, where, what					
how etc.					
Plants, trees, bushes,					
flowers, grass, ground,	flowers, grass, ground,	flowers, grass, ground,	flowers, grass,	flowers, grass,	flowers, grass,
wall, conkers, acoms,	wall, conkers, acorns,	wall, conkers, acoms,	ground, wall, conkers,	ground, wall, conkers,	ground, wall, conkers,
leaves, animals, birds,	leaves, animals, birds,	leaves, animals, birds,	acoms, leaves,	acoms, leaves,	acoms, leaves,
caterpillars, bees,	caterpillars, bees,	caterpillars, bees,	animals, birds,	animals, birds,	animals, birds,
butterflies, bark, park,	butterflies, bark, park,	butterflies, bark, park,	caterpillars, bees,	caterpillars, bees,	caterpillars, bees,
home, school, shop,	home, school, shop,	home, school, shop,	butterflies, bark, park,	butterflies, bark, park,	butterflies, bark, park,
road House, home,	road House, home,	road House, home,	home, school, shop,	home, school, shop,	home, school, shop,
park, school, shop,	park, school, shop,	park, school, shop,	road House, home,	road House, home,	road House, home,
nursery, road, map,	nursery, road, map,	nursery, road, map,	park, school, shop,	park, school, shop,	park, school, shop,
weather, rainy, sunny,	weather, rainy, sunny,	weather, rainy, sunny,	nursery, road, map,	nursery, road, map,	nursery, road, map,
cloudy, windy Farm,	cloudy, windy Farm,	cloudy, windy Farm,	weather, rainy, sunny,	weather, rainy, sunny,	weather, rainy, sunny,
			cloudy, windy Farm,	cloudy, windy Farm,	cloudy, windy Farm,

garage, train, track,	garage, train, track,	garage, train, track,	garage, train, track,	garage, train, track,	garage, train, track,
shop, car, road	shop, car, road	shop, car, road	shop, car, road	shop, car, road	shop, car, road
		Left, right, straight,	Left, right, straight,		
		bottom, top, outside, in,	bottom, top, outside,		
		down, inside, under,	in, down, inside,		
		behind, below	under, behind, below		
		l will le			
T 00 1					
To offer ideas and	 How to describe 	How to describe	- How to describe	How to ask questions	How to ask questions
observations in	different features of	different features	different features of	about where they live.	about where they live.
relation to the	objects e.g. smooth	of objects e.g.	objects e.g. smooth	- How to ask	How to ask questions
world and changes	leaves.	smooth leaves.	leaves How to ask	questions about the	about the natural
that I see.	• How to ask	 How to ask 	questions about	natural world: - How	world.
How to answer	questions about	questions about	where they live.	to comment on their	How to comment on
simple questions	where they live.	where they live.	- How to ask	environment using the	their environment
about the natural	• How to ask	 How to ask 	questions about the	correct vocabulary	using the correct
world.	questions about the	questions about	natural world: - How	e.g. road, park, tree	vocabulary e.g. road,
How to comment	natural world.	the natural world.	to comment on their	etc How to	park, tree etc.
on the environment	• How to comment	How to comment	environment using the	compare two different	How to compare two
using the correct	on their	on their	correct vocabulary	objects How to find	different objects.
vocabulary e.g.	environment using	environment using	e.g. road, park, tree	and create patterns in	How to find and create
road, park, tree etc.	the correct	the correct	etc How to	the natural world	patterns in the natural
• I can answer	vocabulary e.g.	vocabulary e.g.	compare two different	That the natural	world.
questions about	road, park, tree etc.	road, park, tree etc.	objects How to find	world changes	That the natural world
			and create patterns in	depending on time of	changes depending on

their family and	• How to use the	How to compare	the natural world	day, year or weather.	time of day, year or
who they live with.	correct vocabulary	two different	That the natural	- How to use the	weather.
• How to use the	when playing with	objects.	world changes	correct vocabulary	How to use the correct
correct vocabulary	small world play.	 How to find and 	depending on time of	when playing with	vocabulary when
when playing with		create patterns in	day, year or weather.	small world play.	playing with small
small world play.		the natural world.	- How to use the		world play.
		 That the natural 	correct vocabulary		
		world changes	when playing with		
		depending on time	small world play.		
		of day, year or	- How to correctly		
		weather.	use positional		
		 How to use the 	language.		
		correct vocabulary			
		when playing with			
		small world play. –			
		How to correctly			
		use position			
		·			

Reception Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TW8, FW3	PC3, TW8 SSM2	SSM3,	TWIO, SSM4,	TWII, FW4, SSM4	TW9, PC4,
			_		
			<u>bulary</u>		
Knypersley First	Knypersley First	Big tree, small plant,	Knypersley First	Big tree, small plant,	Big tree, small plant,
School, Brownlees,	School, Brownlees,	bright flower, brick	School, Brownlees,,	bright flower, brick	bright flower, brick
Biddulph England	Biddulph England	house, busy bus	Biddulph England	house, busy bus	house, busy bus
Same, different, (e.g.	Same, different, (e.g.	station, hot, cold,		station, hot, cold,	station, hot, cold,
park, street, house,	park, street, house,	windy, sunny, snowy,	Same, different, (e.g.	windy, sunny, snowy,	windy, sunny, snowy,
shop, farm, beach)	shop, farm, beach)	cloudy, wet, dry Path,	park, street, house,	cloudy, wet, dry Path,	cloudy, wet, dry
	Behind the wall, next	farm, office, school,	shop, farm, beach)	farm, office, school,	
	to, in front of, end,	sea, field, car park,	Path, farm, office,	sea, field, car park,	
	above, below the sign,	home, house, train	school, sea, field, car	home, house, train	
	under the table, on,	station, bus station,	park, home, house,	station, bus station,	
	near, far, close to,	airport, cloud, rain,	train station, bus	airport, cloud, rain,	
	underneath, step	snow, hail, wind,	station, airport, cloud,	snow, hail, wind,	
	forwards, step	storm, sun, sea, soil,	rain, snow, hail, wind,	storm, sun, sea, soil,	
	backwards, far away	spring, summer,	storm, sun, sea, soil,	spring, summer,	
	from, big, small, tall	autumn, winter	spring, summer,	autumn, winter	
		Patterns, change,	autumn, winter	Patterns, change,	
		observe, explain,	Patterns, change,	observe, explain,	
		environment	observe, explain,	environment	
			environment		
		,l will l	earn		

How to compare two different objects using the correct vocabulary. - How to compare two different places (e.g. school and home) using the correct vocabulary.

- How to compare two different objects using the correct vocabulary. - How to compare two different places (e.g. school and home) using the correct vocabulary. -How to use positional language in the correct context. - How to use positional language to guide people and objects. -How to use positional language to describe a location of an object.

That different environments will have different features (e.g. town, beach). -How to use the correct vocabulary to talk about the different features of an environment. - How to explain why different things occur (e.g. rain, snow). - That our environment changes depending on the time of day, year or weather.

How to compare two different objects using the correct vocabulary. - How to compare two different places (e.g. school and home) using the correct vocabulary. -How to use the correct vocabulary to talk about the different features of an environment. - How to explain why different things occur (e.g. rain, snow). - That our environment changes depending on the time of day, year or

weather

That different environments will have different features (e.g. town, beach). -How to use the correct vocabulary to talk about the different features of an environment. - How to explain why different things occur (e.g. rain, snow). - That our environment changes depending on the time of day, year or weather.

- That different
environments will
have different features
(e.g. town, beach). How to use the correct
vocabulary to talk
about the different
features of an
environment.