

Nursery & Reception- Geography

| | Locational Knowledge | Place Knowledge | Human and Physical Geograpjy | Geographical skill and fieldwork | Field work |
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| 22-36 months | <p><u>TWI</u>- I can notice detailed features of objects in environment -22-36</p> | <p><u>TWI</u> - I can notice detailed features of objects in the environment (22- 36)</p> <ul style="list-style-type: none"> •<u>PCI</u>- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea (22-36) | <p><u>TWI</u>- Notices detailed features of objects in their environment. (22-36)</p> <ul style="list-style-type: none"> • | <p><u>TWI</u>- Enjoys playing with small world models such as farm, a garage or a train track (22--36)</p> | <p><u>FWI</u>- I can find my own belongings</p> |
| 30-50 months | <p><u>TW3</u> -I can comment and asks questions about aspects of familiar world such as where they live or natural world. 30-50</p> <p><u>TW2</u> -I can locate my classroom and features</p> | <ul style="list-style-type: none"> •<u>SSMI</u>- Uses positional language. (30-50) <p><u>TW4</u>- I can talk about some of the things I have observed such as plants, animals, natural and found objects (30--50)</p> | <p><u>TW3</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.(30-50)</p> <ul style="list-style-type: none"> •<u>TW6</u> Developing an understanding | <p><u>SSMI</u>- Uses positional language (30-50)</p> <p><u>TW5</u> Talks about why things happen and how things work. (30-60)</p> | <p>I can find my way back to Nursery from a number of different areas around school.</p> |

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| | 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 <u>FW3</u> |

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| <p>Early Learning Goal</p> | <p>TW 9- I can talk about similarities and differences in relation to places, objects, materials and living things. ELG</p> <ul style="list-style-type: none"> • TWIO - They talk about the features of their own immediate environment and how environments might vary from one another. ELG | <p>TWIO-I can talk about the features of my own immediate environment and how environments might vary from one another (World ELG)</p> <ul style="list-style-type: none"> • TW9 - Children know about similarities and differences in relation to places, objects, materials and living things. (ELG) <p>PC4- They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</p> | <p>TWII To make observations of the environment and explain why some things occur and talk about changes (World ELG)</p> | <ul style="list-style-type: none"> • SSM4 -Children use everyday language to talk about position and distance to solve problems. ELG | <p>I can walk down the tracks and talk about different sides and what they are used for EW4</p> |
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Nursery Topic Coverage

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

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| <p>garage, train, track, shop, car, road</p> | <p>garage, train, track, shop, car, road</p> | <p>garage, train, track, shop, car, road Left, right, straight, bottom, top, outside, in, down, inside, under, behind, below</p> | <p>garage, train, track, shop, car, road Left, right, straight, bottom, top, outside, in, down, inside, under, behind, below</p> | <p>garage, train, track, shop, car, road</p> | <p>garage, train, track, shop, car, road</p> |
| I will learn... | | | | | |
| <ul style="list-style-type: none"> • To offer ideas and observations in relation to the world and changes that I see. • How to answer simple questions about the natural world. • How to comment on the environment using the correct vocabulary e.g. road, park, tree etc. • I can answer questions about | <ul style="list-style-type: none"> • How to describe different features of objects e.g. smooth leaves. • How to ask questions about where they live. • How to ask questions about the natural world. • How to comment on their environment using the correct vocabulary e.g. road, park, tree etc. | <ul style="list-style-type: none"> • How to describe different features of objects e.g. smooth leaves. • How to ask questions about where they live. • How to ask questions about the natural world. • How to comment on their environment using the correct vocabulary e.g. road, park, tree etc. | <ul style="list-style-type: none"> - How to describe different features of objects e.g. smooth leaves. - How to ask questions about where they live. - How to ask questions about the natural world. - How to comment on their environment using the correct vocabulary e.g. road, park, tree etc. - How to compare two different objects. - How to find and create patterns in | <p>How to ask questions about where they live.</p> <ul style="list-style-type: none"> - How to ask questions about the natural world. - How to comment on their environment using the correct vocabulary e.g. road, park, tree etc. - How to compare two different objects. - How to find and create patterns in the natural world. - That the natural world changes depending on time of | <p>How to ask questions about where they live.</p> <p>How to ask questions about the natural world.</p> <p>How to comment on their environment using the correct vocabulary e.g. road, park, tree etc.</p> <p>How to compare two different objects.</p> <p>How to find and create patterns in the natural world.</p> <p>That the natural world changes depending on</p> |

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| <p>their family and who they live with.</p> <ul style="list-style-type: none"> • How to use the correct vocabulary when playing with small world play. | <ul style="list-style-type: none"> • How to use the correct vocabulary when playing with small world play. | <ul style="list-style-type: none"> • How to compare two different objects. • How to find and create patterns in the natural world. • That the natural world changes depending on time of day, year or weather. • How to use the correct vocabulary when playing with small world play. - • How to correctly use position | <p>the natural world. -</p> <p>That the natural world changes depending on time of day, year or weather.</p> <p>- How to use the correct vocabulary when playing with small world play.</p> <p>- How to correctly use positional language.</p> | <p>day, year or weather.</p> <p>- How to use the correct vocabulary when playing with small world play.</p> | <p>time of day, year or weather.</p> <p>How to use the correct vocabulary when playing with small world play.</p> |
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Reception Topic Coverage

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TW8, FW3 | PC3, TW8 SSM2 | SSM3, | TW10, SSM4, | TW11, FW4, SSM4 | TW9, PC4, |
| Vocabulary | | | | | |
| Knypersley, First School, Brownlees, Biddulph England Same, different, (e.g. park, street, house, shop, farm, beach) | Knypersley, First School, Brownlees, Biddulph England Same, different, (e.g. park, street, house, shop, farm, beach) Behind the wall, next to, in front of, end, above, below the sign, under the table, on, near, far, close to, underneath, step forwards, step backwards, far away from, big, small, tall | Big tree, small plant, bright flower, brick house, busy bus station, hot, cold, windy, sunny, snowy, cloudy, wet, dry Path, farm, office, school, sea, field, car park, home, house, train station, bus station, airport, cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter Patterns, change, observe, explain, environment | Knypersley, First School, Brownlees, Biddulph England Same, different, (e.g. park, street, house, shop, farm, beach) Path, farm, office, school, sea, field, car park, home, house, train station, bus station, airport, cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter Patterns, change, observe, explain, environment | Big tree, small plant, bright flower, brick house, busy bus station, hot, cold, windy, sunny, snowy, cloudy, wet, dry Path, farm, office, school, sea, field, car park, home, house, train station, bus station, airport, cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter Patterns, change, observe, explain, environment | Big tree, small plant, bright flower, brick house, busy bus station, hot, cold, windy, sunny, snowy, cloudy, wet, dry |
| , I will learn... | | | | | |

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| <p>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.</p> | <p>- 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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>- 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.</p> |
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