



Urmston Primary School - Knowledge Organiser - GEOGRAPHY (Nursery)

Knowledge and Understanding

To become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.

Key Content Threads:

- The wider world
- Children’s lives
- Homes
- Families
- Maps
- Environments - experienced and virtual

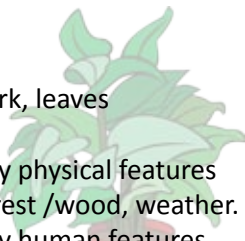
Key Geographical Learning:

- Where I live.
- Hot and cold places.



Human & Physical:

- I can...
- Explore contrasting natural materials such as bark, leaves and seeds, rocks, shell sand pebbles.
- Use basic geographical vocabulary to refer to key physical features in books, pictures or in my play: beach, sea, forest /wood, weather.
- Use basic geographical vocabulary to refer to key human features in books, pictures or in my play: town, farm, road, house, path, people.
- Describe types of weather and can talk about the seasons. I notice the changes that happen in the nursery outdoor area.
- Look after and care for plants in the outdoor area.
- Re-cycle plastic and paper in Nursery.
- Observe from books and pictures if places are real or imaginary.



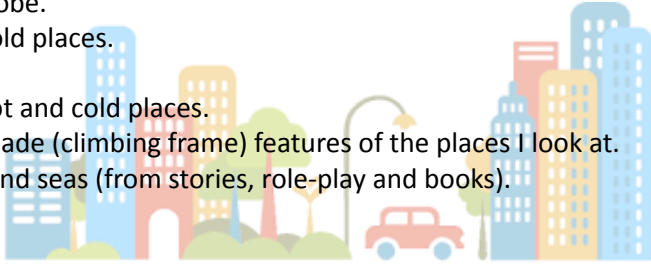
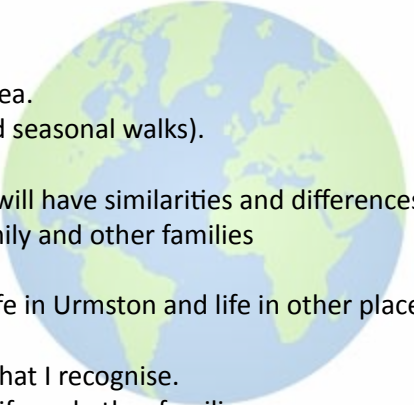
Geographical Skills and Fieldwork:

- I can...
- Use positional language: on, next to, in, under, near, far away, up, high, down, low.
- Look at aerial views of the school setting and comment on what I see.
- Create simple interpretations of maps.
- Explore the outdoor grounds (Forest Schools/ play Garden, outdoor play)
- Explore maps and globes.
- Use directional language: forwards and backwards.
- Talk about what I can see and hear in the outdoor area.



Locational & Place Knowledge:

- I know that where I live is called my home and can describe it’s features.
- I can talk about who lives with me in my home.
- I can talk about places I have been.
- I can talk about where I live and the Nursery outdoor area.
- I can explore my outdoor environment (Play Garden and seasonal walks).
- I can make and create dens and homes.
- I am beginning to recognise that other people’s homes will have similarities and differences.
- I can make connections between the features of my family and other families
- I know that there are different countries in the world.
- I recognise some similarities and differences between life in Urmston and life in other places.
- I can notice differences between people.
- I can identify and describe features of different homes that I recognise.
- I can make connections between features of my family life and other families.
- With my teacher, I observe and compare the way of life of different families around the world.
- I have positive attitudes about the differences between people.
- I can talk about why rain is important for living things.
- I know that most of the world is covered in water rather than land.
- I know that large areas of this water are called seas or oceans.
- I can talk about the weather.
- I can talk about what I see at the seaside.
- Know that landscapes look different in other places around the world.
- I can identify features of different places from photographs .
- I know that many environments/places are different to the one in which I live.
- I can identify and describe some natural features of the Arctic.
- I can find the North Pole and South Pole on a globe.
- I can talk about and imagine being in hot and cold places.
- I can find land or sea on globes and maps.
- I can identify some of the animals that live in hot and cold places.
- I can recognise some natural (trees) and man-made (climbing frame) features of the places I look at.
- I can talk about settings such as beach, woods and seas (from stories, role-play and books).



Links from Development Matters (September 2021)

Explore natural resources:

- Talk about what they see using a wide vocabulary (see below).
- Begin to understand the need to respect and care for the environment.
- Know that there are different countries in the world.
- Talk about the differences (in countries) they have experienced or seen in photos.
- Continue to develop positive attitudes about the differences between people.



Mathematics:

- Understand position through words alone.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and behind.

COEL:

Professor Play.

- Bring their own interests and fascinations into early years settings.
- Respond to experiences that you bring to their attention.
- Make choices and explore different resources and materials.
- Plan and think ahead.
- Guide their own thinking.

Captain Creative:

- Take part in simple pretend play to think beyond the here and now and to understand another perspective.
- Know more so feel more confident about coming up with their own ideas.
- Sort materials.
- Solve real problems

Agent Active:

- Participate in re-cycling routines.
- Show goal directed behaviour.



Skills and Techniques

Skills:

- Recognise
- Describe
- Observe
- Compare

Techniques:

- Interpret:
- Terrestrial photographs
- Satellite photos (Google Earth)
- Pictures and photos in fiction and non-fiction texts.
- Use:
- Globe
- World map
- Google Earth
- to describe and compare information.

- Construct geographical knowledge about places and people from:
- Stories they have been read.
- Images in non-fiction texts.

Core and Appropriate Vocabulary

Place, people, home, house, roof, outside, garden, outdoor, playground, trees, path, road, street, school, sea, seaside, sand, beach, hill, mountain, woods, den, town, village, city, shops, market, land, water, street, farm, forest, pond, park, fields, rock, grass, jungle, Spring, Summer, Autumn, Winter, ice, snow, snowflake, weather, storm, North Pole, South Pole, litter, rubbish, mountain, map, mountain, plan, journey, flat, apartment, lake, stream, river, shore, coast, ocean, volcano, icicles, island, harbour, island, motorway, country, stream, cliff, waterfall, iceberg, recycle, reuse, reduce, pollution, Earth, world, United Kingdom, England, Ireland, Scotland, Wales, globe, landmarks, directions, bird’s eye view, route, local, environment, Arctic, Antarctica.

More specialised vocabulary will be introduced as the theme/ geographical investigation develops.