

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 Geographical Learning:

Places around the world and our local area.
Natural features of environments such as forests, deserts.
Human (built) features (homes).

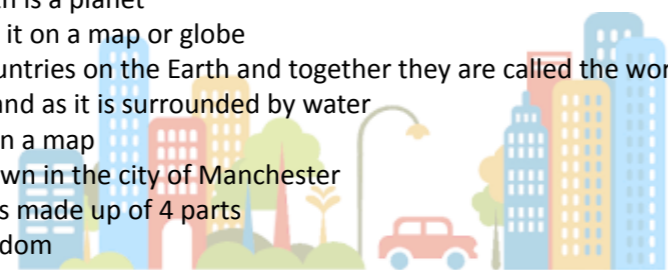


Key Content Threads:

The wider world
School grounds
Maps, globes & satellite images
Environments- experienced and virtual

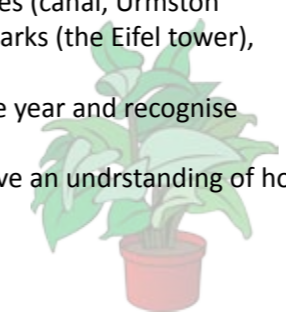
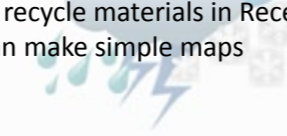
Locational & Place Knowledge:

I know where I live. and the Reception outdoor area
I can describe places I have been
I can use maps and globes to talk about hot and cold places
I recognise settings in stories such as beaches, woods, seas, forests, towns, hot and cold places
I can name, talk about and recreate being in hot and cold places and compare them
I can describe the environment that different animals live
I can identify and describe some natural features of places
I can identify and describe some human features of places
I recognise some differences in the way I live with the ways of others
I know rain comes from droplets in the clouds and is important for living things
I know that the world is covered mostly in water and large areas of this water is called oceans
I know that landscapes look different in different places around the world
I can talk about similarities and differences between life in Urmston and other countries
I recognise features of the school grounds or locality on a satellite photograph, image or outline map
I recognise land and sea on a map or a globe
I know the globe represents Earth and the earth is a planet
I know I live in the United Kingdom and can find it on a map or globe
I understand that there are lots of different countries on the Earth and together they are called the world
I understand that the United Kingdom is an island as it is surrounded by water
I know that a symbol can represent a feature on a map
I can talk about living in Urmston, which is a town in the city of Manchester
I have an awareness that the United Kingdom is made up of 4 parts
I can name some landmarks in the United Kingdom



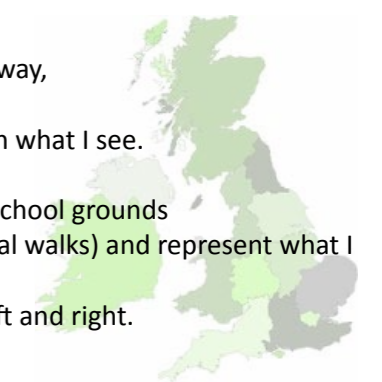
Human & Physical:

I can identify physical and human features of :
a desert, a city, countries, the United Kingdom, local places (canal, Urmston Meadows, Davyhulme war memorial) and famous landmarks (the Eiffel tower), pictures in books and in my role-play
I say the days of the week and some of the months of the year and recognise the associated weather changes
I understand the terms reduce, reuse and recycle and have an understanding of how we recycle materials in Reception
I can make simple maps



Geographical Skills and Fieldwork:

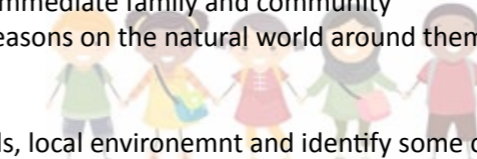
I can...
Use positional language: on, next to, in, under, near, far away, up, high, down, low, above, below.
Look at aerial views of the school setting and comment on what I see.
Follow a route or journey (by following or creating a map)
Describe my route to school and identify features of the school grounds
Talk about what I can hear, smell, see and feel (on seasonal walks) and represent what I have seen through drawings or discussions
Use directional language: forwards and backwards and left and right.
Talk about what I can see and hear in the outdoor area.



Links from Development Matters (September 2021)

Understanding the World

Draw information from a map
Recognise some similarities between life in this country and others
Recognise some environments are different to the one they live
Talk about family members of their immediate family and community
Understand the effect of changing seasons on the natural world around them



Primary Learning Objectives (UtW)

Explore outdoor area, school grounds, local environment and identify some of the human and physical features during these visits
Notice and describe some of these features using some appropriate geographical vocabulary and simple map work
Understand the purpose of a map
Build a rich vocabulary to describe a range of environments and develop an awareness that environments change
Recognise some similarities in the way that children live in other parts of the world and understand that their lives may also be different to their own

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:

Identify
Recognise
Describe
Observe
Recall
Compare and contrast

Techniques:

Interpret:
Terrestrial photographs
Satellite photos (Google Earth)
Pictures and photos in fiction and non-fiction texts.
Use:
Globe
World map
Atlas
Google Earth
Gap minder
to locate, observe, select, 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

Embed Nursery 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.

Natural, man-made, built, flat, apartment, motorway, skyscraper, village, country, building, lake, river, desert, waves, ocean, hill, crater, volcano, forest, rainforest, jungle, waterfall, South Pole, North Pole, Northern Lights, icicles, igloo, island, polar, poles, coast, recycle, pollution, waste, Earth, world, United Kingdom, globe, directions, bird's eye view, route, London, England, Scotland, Wales, Northern Ireland, human, physical, grasslands, cliff, stream, shore, coastline, sand dune, Amazon, Arctic, Antarctic, iceberg, glacier, equator, landfill, reuse, reduce, overfishing, recycling plant, clothes bank, oil spillage, sewerage, atlas, compass, navigate, trail, locality, environment, coordinates, north, east, south, west, NE, NW, SE, SW, landmark, capital city, Edinburgh, Cardiff, Belfast,

More specialised vocabulary will be introduced as the theme/ geographical investigation develops. Some words will be new to the children and just introduced while others will be more familiar and repeated and consolidated.