

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:

Countries around the world.
Natural features of a range of environments such as forests, the Arctic, deserts, tropical grasslands and islands.
The Earth

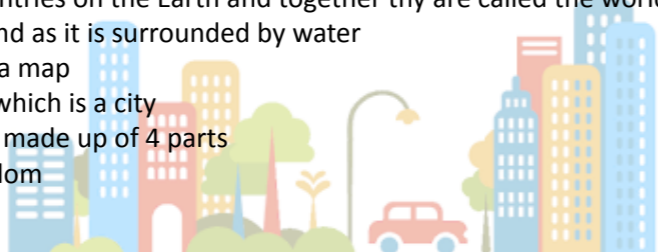
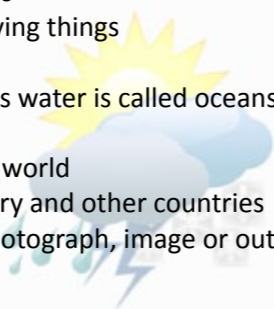


Key Content Threads:

The wider world	Water
Children's lives	Physical (natural) features
School grounds	Human (built) features
The local area	United Kingdom
Maps, globes & satellite images	
Environments- experienced and virtual	

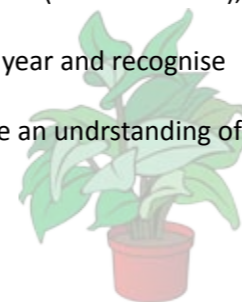
Locational & Place Knowledge:

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 on 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 what the word drought means
I know that the world is covered mostly in water and large areas of this water is called oceans
I know that in some parts of the world water is collected daily
I know that landscapes look different in different places around the world
I can talk about similarities and differences between life in this country 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, Manchester which is a city
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

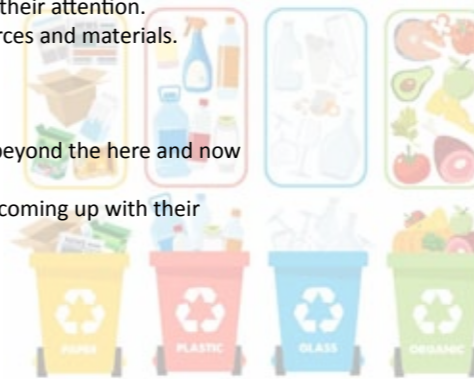
COEL:

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 wall 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.

Concepts

Second Order:

Place
Environment
Location
Diversity
Interaction
Processes
Interdependence
Sustainability

Substantive:

Country
City
Mountain
Forest
Island
Coast
Environment
Beach
Earth
Ocean
Island
Mountain
Coast
Volcano
Weather
Arctic
Desert
Monsoon

Basic and Appropriate Vocabulary

Natural, man-made, human, physical, place, people, home, house, roof, flat, apartment, outside, garden, outdoor, playground, trees, path, pavement, road, motorway, port, harbour, town, skyscraper, village, city, shops, market, country, land, water, wood, stream, street, farm, pond, park, fields, rock, grasslands, cliff, street, school, building, lake, stream, river, sea, seaside, sand, shore, coast, coastline, sand dune, desert, waves, beach, ocean, hill, mountain, flat, crater, volcano, wood, forest, rainforest, Amazon, jungle, waterfall, Arctic, Antarctic, South Pole, North Pole, Northern Lights, igloos, iceberg, glacier, snowflake, den, island, harbour, island, polar, poles, equator. Summer, Winter, Spring, Seasons, Autumn, Winter, Spring, Summer, iceberg, gale, ice, snow, weather, storm, recycle, litter, rubbish, landfill, reuse, reduce, pollution, ozone layer, overfishing, waste, recycling plant, clothes bank, oil spillage, sewerage. Earth, world, United Kingdom, mountain, England, Ireland, Scotland, Wales, map, globe, atlas, directions, compass, bird's eye view, plan, route, journey, navigate, trail, locality, environment, coordinates, north, east, south, west, NE, SE, SW, NW, Pacific, Atlantic, Indian, Southern and Arctic, United Kingdom, landmark, Edinburgh, London, Cardiff, Belfast, England, Scotland, Wales, Northern Ireland

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.