

## **NURSERY & PRE SCHOOL**

### **16-26 months**

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

### **22-36 months**

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

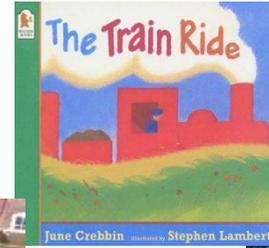
### **30-50 months**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Talks about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment

### **How will they/ we show their understanding?**

- Observations of child initiated play
- Photographs to support written observations
- Opportunities to explore outdoor areas with different features & observations of forest school learning
- Child-initiated play activities supported by adults modelling vocabulary.
- Singing & stories/ non-fiction books about a variety of places
- Appropriate resources based on children's interests.
- Opportunities to explore outdoor areas and investigate the natural world
- Trips & educational visits
- Provide children with maps and small world toys
- Cooking activities to observe change in state

Which activities might match their learning?





## Reception

### Spring

#### What do we want children to learn?

- To show care and concern for living things and their environment (30-50m).
- To be able to talk about some things they observed such as plants, animals, natural and found objects (30-50m),
- To be able to look closely at similarities, differences, patterns and change (40-60m).

#### How will they/ we show their understanding?

- Circle times – capture child's voice
- Singing & stories/ non-fiction books
- Adult led planned activities to explore a variety of appropriate resources
- Observations of child initiated play and child's voice
- Child-initiated play activities supported by adults modelling vocabulary.
- Opportunities to explore outdoor areas and investigate the natural world
- Book talk – finding out what children know through scribing their language in a group conversation.
- Interacting with the weather display/exploration area.
- Outside area and play based learning.
- Forest school.
- Visit from rainforest animals

#### Which activities might match their learning?

We have been celebrating Chinese New Year; it is the year of the pig. We have tasted different Chinese food.  
Can I talk about the food?  
Can I try something new?  
Can I talk about where the food comes from?  
(UW/CL)



W/C 6<sup>th</sup> May 2019- Growing cress  
Can I follow instructions?  
Can I talk about what I think it will need to grow?  
Can I predict what will happen over time?  
CL/UW



**Reception**

**Summer**

**What do we want children to learn?**

- To look closely at similarities, differences, patterns and change (40-60m).
- To develop an understanding of growth, decay and changes over time (30-50m).
- To shows care and concern for living things and the environment (30-50m).

**How will they/ we show their understanding?**

- Play based learning assessments and observations – children's language recorded.
- Observations from carefully planned Forest School sessions
- Role-play supported by adults – photos and detailed language assessment recorded.
- Opportunities to observe real life change e.g. growing butterflies from caterpillars and looking at frogspawn
- Trips & Visits
- Exploration areas within environment.
- Circle times – capture child's voice
- Singing & stories/ non-fiction books
- Child-initiated play activities supported by adults modelling vocabulary.

WC 22/4/19

We went on a bug hunt outside...

CL UW



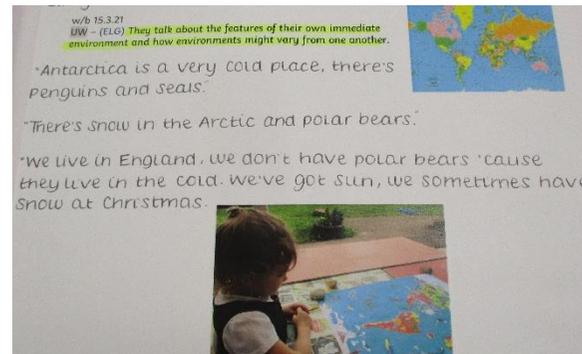
**Which activities might match their learning?**

1/5/19

Can I talk about differences and Similarities?

Can I group bugs according to their characteristics?

UW/CL/MATHS



## Year One

### Locational Knowledge

I can talk about where I live and its surroundings.

I can name the country that I live in.

### Place Knowledge

I know that places can be compared in different ways e.g. size, transport, location or weather.

I can recognise the difference between physical and human features.

I can begin to understand that geographical features can change over time.

I can observe and describe some geographical similarities and differences between familiar places.

### Human and Physical Geography

I can identify human and physical features of familiar places including our school grounds.

I can identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season.

### Geographical skills and Fieldwork

I can use a globe and world map to locate the UK.

I can follow a route on a simple map.

I can use basic symbols on a key.

I can draw maps and use my own symbols.

With support, I can use aerial/ satellite photos and plan perspectives to recognise familiar features.

I can begin to use simple locational and compass directions/ directional language to describe features and routes.

I am beginning to understand what a compass is and how to use one.



## Year One

### Spring

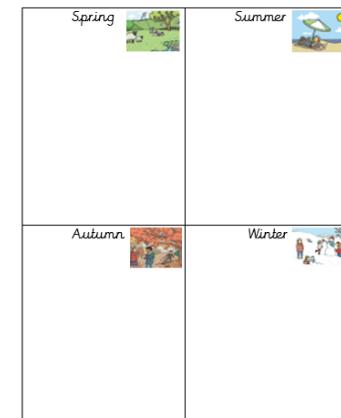
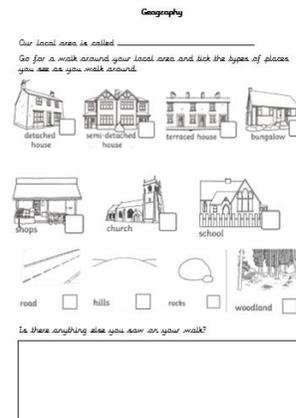
#### What do we want children to learn?

- To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To be able to use world maps, atlases and globes
- To use geographical vocabulary to refer key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- To be able to use aerial photographs to recognise landmarks and basic human and physical features
- To understand the similarities and differences of a small area in the United Kingdom and a small area of a contrasting Non-European country.

#### How will they/ we show their understanding?

- Photographs and recording the child's voice.
- Skills, Apply, Deepen learning for differentiation- providing sufficient challenge for the most able children
- Circle times & stories
- Observations from Forest School
- Observations from child-initiated play
- Recorded work (where appropriate)
- Photographs of trips & local walks with annotations of children's language

#### Which activities might match their learning?



Year One

Summer

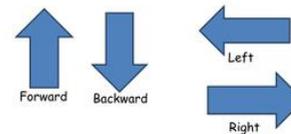
**What do we want children to learn?**

- To be able to use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map

**How will they/ we show their understanding?**

- Photographs and recording the child's voice.
- Skills, Apply, Deepen learning for differentiation- providing sufficient challenge for the most able children
- Observations from Forest School
- Observations from child-initiated play
- Recorded work (where appropriate)
- Photographs of trips & local walks with annotations of children's language

**Which activities might match their learning?**



## Year Two

### Locational Knowledge

I can name and locate the four countries of the UK and their capital cities.

I can name and locate the seven continents and five oceans of the world.

I can describe some geographical similarities and differences between continents of the world based on their locations.

I can identify the North and South Poles.

I can identify and locate continents with significant hot or cold areas and link to Poles/ Equator.

### Place Knowledge

I can explain the similarities and differences in the lives of children in two contrasting locations.

I can observe and describe some geographical similarities and differences between two contrasting locations.

I can explain the difference between human and physical features.

### Human and Physical Geography

I can understand and use a range of basic geographical vocabulary (see vocabulary list) to identify key human and physical features.

I can make simple comparisons between the key human and physical features of places studied.

### Geographical skills and Fieldwork

I can use maps, globes and atlases to identify locations studied.

I can create a simple map of a familiar place.

I can use and create basic symbols in a key.

I can use simple grid references to locate squares on a map.

I can use simple pictograms, tally's and tables to present information.

I can use aerial/ satellite photos and plan perspectives to locate and identify local landmarks/ features.

I can use a compass and directional language to follow and describe a route



**Year Two**

**Spring**

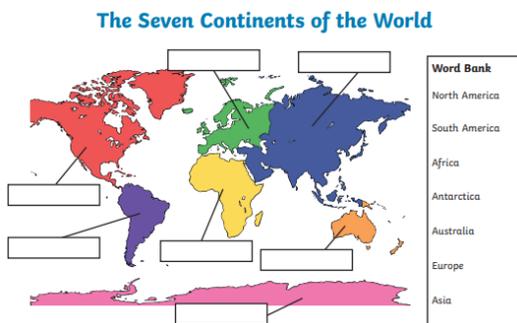
**What do we want children to learn?**

- To name and locate the world's seven continents and five oceans
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- To be able to use simple compass directions and locational and directional language.

**How will they/ we show their understanding?**

- Skills, Apply, Deepen learning for differentiation- providing sufficient challenge for the most able children
- Observations of children's understanding when taking part in geography activities
- Adults scribing children's ideas to accurately record their understanding
- Photographs to show practical learning
- Observations and recorded work from Forest School sessions
- Recorded work where appropriate
- Evidence of trips & visits with annotations to capture children's learning

**Which activities might match their learning?**



Lesson/ Resources	National Curriculum Link/ Label/ Recording	Shared Learning	Independent Learning
L1/2- Identify the world's continents	*use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage *name and locate the world's 7 continents and 5 oceans *name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and	*Introduce globe and show children that there are land masses and seas. *Use google earth- <a href="https://earth.google.com/web/">https://earth.google.com/web/</a> *Discuss the following vocabulary- Continent, Country, Ocean and find definitions in dictionary/ internet *Explain to the children that a continent is a very big area of land made up of lots of countries and are the 7 main areas of the world *Continents of the world facts PP (gives an idea of how many countries within a continent/size etc)	<b>Know-</b> *Continent song- Asia- "Half of the world live here" (pandas, tigers) Africa- "Desert for miles, Nile is the longest river" (giraffe, lion, elephant) North America- "Wide open spaces" (moose) South America- "With animals galore, where rainforests grow because the rain really pours" (toucan, sloth) Antarctica- "I'm totally ice" (penguins) Europe- "You're welcome, for the pasta, pizza, waffles and fries." (cows) Australia- "got many islands" (Kangaroo)  <b>Apply-</b> *Locating & naming continents using maps to support (using large map with names covered with flaps, children discuss & check) - Photo evidence  *Writing names of continents on a map



**Year Two**

**Summer**

**What do we want children to learn?**

- To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

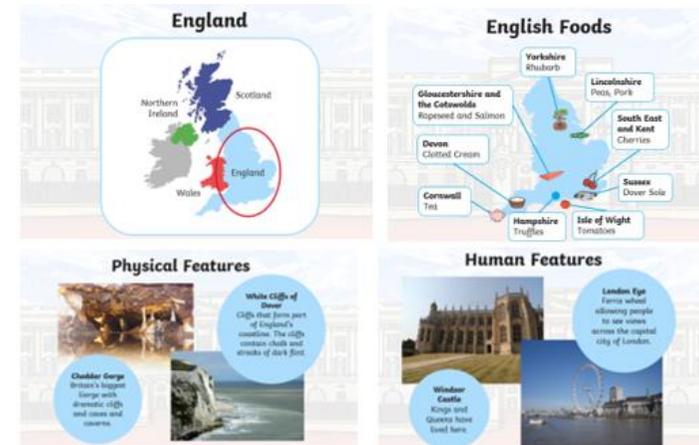
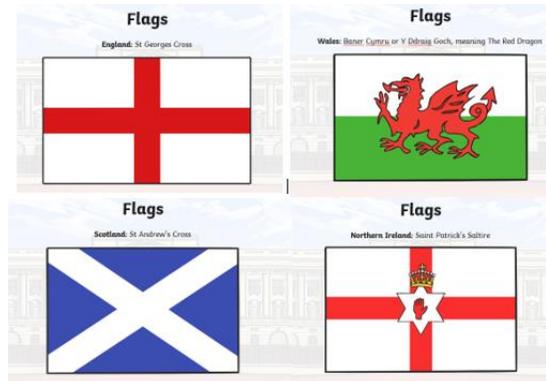
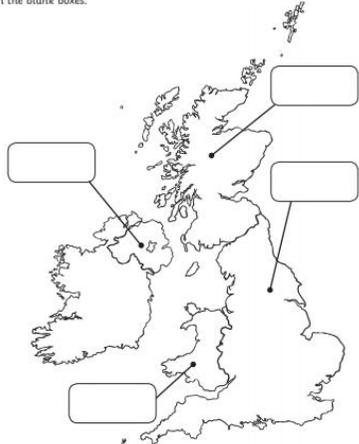
**How will they/ we show their understanding?**

- Skills, Apply, Deepen learning for differentiation- providing sufficient challenge for the most able children
- Observations of children's understanding when taking part in geography activities
- Adults scribing children's ideas to accurately record their understanding
- Photographs to show practical learning
- Observations and recorded work from Forest School sessions
- Recorded work where appropriate
- Evidence of trips & visits with annotations to capture children's learning
- End of KS1 data

**Which activities might match their learning?**

**Countries of the United Kingdom**

Look at the map of the United Kingdom below. Label the different countries in the blank boxes.



**Geographical Vocabulary**

	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>
<b>Locational Knowledge</b>	Stonehouse North Pole South Pole England	Stonehouse High Street Elm Road Stonehouse Park Infant School Park Junior School  UK England Great Britain London  Africa India Australia	Stonehouse High Street Elm Road Stonehouse Park Infant School Park Junior School Laburnum Park Stroud Gloucestershire  UK England Great Britain London Scotland Wales Northern Ireland Cardiff Edinburgh Belfast  Asia Africa North & South America Australia Europe Antarctica  Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean  North Pole South Pole

			Arctic Circle Antarctic Circle  Equator Northern Hemisphere Southern Hemisphere
<b>Place Knowledge</b>	Place Same Different Community	Place Local National Area Building Landscape Community Physical/ Human Similarities / differences	Global Locality European Physical feature Human feature Similarities / differences Compare
<b>Human and Physical Geography</b>	School Playground Home/ house Road Street Park Farm Shop Field Church Hill Beach River Sea Hot/ cold Weather – rain, cloudy, hot, dry, sunny, snow, sleet, hail Season- winter, autumn, spring, summer	City Town Village Office Factory Harbour Coast Beach Cliff Forest Mountains Ocean Weather Temperature Seasons- winter, autumn, spring, summer Journey Abroad	Landmark Terrace/ detached/ semi-detached/ bungalow/ flat Airport Mine Dam Border  Desert Valley Vegetation Island National park Habitat
<b>Geographical skills and fieldwork</b>	Map Behind/ In front of Next to	Globe Map Atlas	Symbol Key Grid/ grid references

	<p>Above Below Inside Outside Around Up Down Left Right Where? How? When? Grow Change Alive Food Water Young/old See Hear Smell</p>	<p>Aerial photo Route Plan Symbol Key  Senses Direction Near/ far/ further Left/right High/higher Low/lower Compass North/ south/east/ west</p>	<p>Satellite photo Aerial photo Zoom in/out Beyond Compass direction/ point North/ south/east/ west Source</p>
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