

	Early Years		Key Stage One	
	Nursery	Reception	Year One	Year Two
Location Knowledge	<p>3 and 4 year olds will be learning to:</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People Culture and Communities ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>The Natural World ELG</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p>Year A: (Castles, Kings and Queens)</p> <p>Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Year B: (Town and Country)</p> <p>Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>(Frozen Planet)</p> <p>Pre-teach:</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Year A: (Castles, Kings and Queens)</p> <p>Recap:</p> <p>Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>(Around the World)</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Year B: (Town and Country)</p> <p>Recap:</p> <p>Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>(Frozen Planet)</p> <p>Name and locate the world's seven continents and five oceans.</p>
Possible activities and	Encourage children to talk about home and school. Use opportunities to talk about familiar places (West Common, park next to school, cathedral, Brayford, Steep Hill etc)		Encourage children to find locations on maps and atlases, and talk about personal experiences if appropriate.	

everyday geography	Encourage children to talk about features they like or don't like. (eg areas of playground - mud kitchen/canopy area - what do they like/dislike about the areas. Allow children to express opinions and listen to the opinion of others).		Help children to make sense of local, national and international news events.	
Place knowledge	<p>3 and 4 year olds will be learning to:</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People Culture and Communities ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>The Natural World ELG:</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Year A: (Squeak, Meow Roar!)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area of a contrasting non-European country.</p> <p>Year B: (A Walk on the Wild Side)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. (Nepal).</p>	<p>Year A: (Squeak, Meow Roar!)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area of a contrasting non-European country.</p> <p><i>Sherwood and the Amazon</i> <i>Woodland and Rainforest animals</i></p> <p>Year B: (A Walk on the Wild Side)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p>

Possible activities and everyday geography	<p>Talk about journeys - walking, cycling, car and train journeys. Use fiction books as a prompt - eg <i>The Long Journey Home</i>, <i>Going on a Bear Hunt</i>, <i>Lost and Found</i>.</p> <p>Talk about features in the environment when learning outside, or when going on local trips (to the Common, postbox, CO-OP etc).</p> <p>Help children to find out more about their immediate environment by looking at photographs, drawings and simple maps of the local area. There are lots of historic photographs of the West End of Lincoln that children may find interesting.</p> <p>Encourage children to explore and use vocabulary to help them express opinions and describe geographical features, eg 'busy', 'quiet', 'pollution', 'natural', 'woodland', 'buildings'.</p>		Help children to develop knowledge of other countries using range of starting points e.g. Fair Trade, using World Hello Day or 'Around the World in Tasty Ways'.	
Human and physical geography	<p>3 and 4 year olds will be learning to:</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Begin to understand the need to respect and care for the</p>	<p>People Culture and Communities ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>The Natural World ELG:</p>	<p>Year A: (Around the World)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in the Equator and the North and South poles.</p> <p>Year B: (Frozen Planet)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Climate)</p> <p>(A Walk on the Wild Side)</p>	<p>Year A: (Around the World)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Year B: (Frozen Planet)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Climate)</p> <p>(A Walk on the Wild Side)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>

	<p>natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	
<p>Possible activities and everyday geography</p>	<p>Regularly change Discovery Land/Investigation table resources to promote investigative skills - encourage children to feel and describe textures.</p> <p>Use natural environment both inside school and during visits to talk about changes. Eg why is the path muddy? Can you see a new building? Did you notice a difference in the level of the canal water on the way to school?</p> <p>Use cultural celebrations and events to talk about different cultures eg Chinese New Year, Diwali, World Hello Day.</p> <p>Help children to notice and discuss patterns around them eg rubbings from trees/grates/bricks etc</p> <p>Identify seasonal patterns, focusing on nature.</p> <p>Talk about similarities and differences between themselves and their friends.</p> <p>Talk about how to care for the environment. Link to school practices eg reducing plastic, recycling bins etc.</p>	<p>Use of national and international news as starting point. Eg climate change, tsunamis, earthquakes (Age appropriate!)</p> <p>Use children's experiences of trips and holidays to compare geographical features, especially for our EAL children.</p> <p>Use the knowledge of our international families to support learning.</p> <p>Access to atlases, maps, aerial photographs in reading areas.</p>		

<p>Geography skills and fieldwork</p>	<p>3 and 4 year olds will be learning to: Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>The Natural World ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p>Year A: (Squeak, Meow, Roar!) Simple field work and observational skills.</p> <p>(Castles, Kings and Queens) Use arial photographs and plan perspectives; devise a simple map; and use and construct basic symbols in a key. (Route to the Lincoln castle).</p> <p>(Around the World) Exposure/prelearning: Use world maps, atlases and globes.</p> <p>Use simple compass directions and locational and directional language.</p> <p>Year B: (Town and Country) Use world maps, atlases and globes; use simple compass directions and locational and directional language; use arial photographs and plan perspectives.</p> <p>(Frozen Planet) Use world maps, atlases and globes; use aerial photographs and plan perspectives; devise a simple</p>	<p>Year A: (Squeak, Meow, Roar!) Use simple fieldwork and observational skills. <i>Google Earth</i> <i>Gyrp Compass</i></p> <p>(Castles, Kings and Queens) Use arial photographs and plan perspectives; devise a simple map; and use and construct basic symbols in a key. <i>Google Earth</i> <i>Gyrp Compass</i></p> <p>(Wriggle and Crawl) Forest School: Use simple Fieldwork and observational skills <i>Google Earth</i> <i>Gyrp Compass</i></p> <p>(Around the World) Use world maps;atlases and globes. Use simple compass directions and locational and directional language. <i>Google Earth</i> <i>Gyrp Compass</i></p> <p>Year B: (Town and Country) Use world maps, atlases and globes; use simple compass directions and locational and directional language; use arial</p>
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<p>Possible activities and everyday geography</p>	<p>Observe and identify features in their homes, classroom, locality and natural world. Encourage children to develop geographical vocabulary when playing with small world activities eg fences, volcano, trees, railway track, station. Examine changes over time eg natural features within the school grounds or on the way to school -eg seasons, minibeasts, weather. Support children in using positional language to describe their whereabouts, or the whereabouts of friends/objects. Encourage enquiry skills by careful use of questioning: 'How could we...?' 'What would happen if....?' Build on children's interests, eg make weather stations/ weather role play areas inside and outside classroom.</p>		<p>Support children in identifying pre-existing skills, eg are they familiar with sat nav within family? Do they use the West Common or walk along the canal with families? Use of geographical skills during playtime, eg recognising landmarks, pirate maps etc.</p>	

<p>Cross curricular application</p>	<p>Mathematics- positional language People and communities - cultural differences, celebrations and festivals around the world. PSED - respecting difference around the world EAD - art and craft of different cultures around the world</p>	<p>Maths - co-ordinates RE - cultural differences, celebrations and festivals around the world. PHSE - respecting difference around the world Art - art and craft of different cultures around the world</p>
<p>Additional activities linked to geography</p>		<p>Lincs to Nepal - Industry week fundraiser, and Comic Relief/Sports Relief Recycling and composting in the classrooms Visiting the recycling centre Plastic-free seaside project Visit to the West Common and cricket pitch Visit to the CO-OP Tour of the Castle, cathedral, Steep Hill, Stonebow, Roman wall etc Visit to Whisby Nature Park Lincolnshire Life Museum Forest Schools activities PHSE -Living in the wider world. Belonging to a community.</p>