



Nursery		
Autumn: I am special, I am me!	Spring: All aboard!	Summer: Food!
<p>Range 4: Notices detailed features of objects in their environment</p> <p>Range 4: Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Range 4: Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p>Range 5: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Range 5: Talks about why things happen and how things work</p>	<p>Range 5: Developing an understanding of growth, decay and changes over time</p> <p>Range 5: Shows care and concern for living things and the environment.</p>
<p>Locational Knowledge: Locating our immediate environment.</p> <p>Children to know we come from Stoke-On-Trent and locate it on a map.</p> <p>Talk about and recognise their immediate environment (Meir). Recognising some of their features of the immediate environment. What town do we live in? What do you see on your journey to school?</p> <p>Name the road in which school is located, talk about Sandon primary being in Meir. Share the road in which Sandon sits and discuss what is around us.</p> <p>Observing Autumn weather and how the weather is different from other seasons. Nature walks in the local environment, collecting things for their autumn bag.</p>	<p>Place Knowledge: Compare a contrasting place - Rural and City</p> <p>Explore and investigate a rural area. (Trip to Hilderstone) Who lives there? What animals can you see? What can you see around you? What scents can you smell?</p> <p>Explore city life on the school minibuses. What can you see? Who lives there? What scents can you smell?</p> <p>Compare the two places, using photos as a talking point. Sort pictures into rural and city. What did we find in the countryside? Can you describe what you can see around you? Can you describe the 2 locations and talk about any similarities?</p>	<p>Human and Physical Geography: Identifying the Seasons</p> <p>Can I identify the 4 seasons? Talk about what we would see the weather doing within each season. Share pictures of the season, linking it to previous home learning (Autumn collection photos)</p> <p>Can I identify the different weather types in the U.K? Rain, sunshine, wind, snow, fog. A hunt in the forest to find the 4 seasons, children to match their weather picture to the correct season.</p> <p>Can I identify which season is best to grow our foods?</p>

<p>Geographical Skills embedded throughout.</p> <p>Subject specific activities: Local Environment Walk, talking about our homes, our local community and the immediate environment. Drawing around our bodies and discussing the features. Create a sense of 'Where We belong' create a picture and then children to have a local walk to the post-box and post their picture to home.</p>	<p>Observing Spring weather and how the weather is different from other seasons. Go on the minibuses and take a walk around park hall park, looking for signs of spring.</p> <p>Geographical Skills embedded throughout</p> <p>Subject specific activities: Look at foods on the farm, what machinery is used? A school minibus trip- Park hall, looking for signs of spring. How does our food get to the supermarkets?</p>	<p>A food sorting activity to determine which foods grow better in the rainy season/sunny days.</p> <p>Geographical Skills embedded throughout</p> <p>Subject specific activities: Sorting activity- food that comes from the shop and food that's grown. Trip to National Forest Adventure Farm- looking at where our food comes from. Children to make afternoon tea for parents. Growing Carrots/ Cress.</p>
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Reception

Autumn: <i>All about me (2 weeks)</i> Traditional Tales	Spring: <i>Starry Starry Night</i> <i>It's a Wonderful World</i>	Summer: <i>On the move</i> <i>We're going on a Summer Holiday</i>
<p>Range 5: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Range 5: Developing an understanding of growth, decay and changes over time.</p>	<p>Range 6: Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Range 6: Looks closely at similarities, differences, patterns and change in nature.</p>	<p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Locational Knowledge: To name and locate the capital city and our home town of Stoke- On -Trent.</p> <p>A tour in the minibus around Stoke on Trent, looking at landmarks. (Meir Trip)</p> <p>Compare what you can see from our bus, what did the character from the story see from their window.</p>	<p>Human and Physical Knowledge</p> <p>Settlements. What are settlements? Looking at features of villages and cities and comparing. Share the video with the children https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p</p>	<p>Place Knowledge</p> <p>Know some similarities and differences between contrasting environments - locate self in world. Using the maps, can you locate yourself in England.</p> <p>Contrasting our hometown (Meir) to a beachside location. (Llandudno)</p>

<p>To create an individual map of their local high street.</p> <p>Geographical Skills embedded throughout.</p> <p>Subject specific activities: Focus: Parkhall visit, looking at different landscapes. Looking at countries that bears are native in. Discuss if the wolf would be able to live in North America. Is it hot/ cold enough? Look and compare different homes. Comparing houses to Buckingham Palace, cottages to flats.</p>	<p>Looking at types of houses, terraced, semi-detached, detached, flat. Who might live here?</p> <p>To look at the physical and human features of the village of Ilam, looking at the shops, types of houses and things you would see in the countryside.</p> <p>A trip to Hanley potteries shopping Centre, comparing the shops that they can see in there, to the shops in a village and looking at the surrounding area. Where would you like to live and why?</p> <p>Geographical Skills embedded throughout.</p> <p>Subject specific activities: Focus: What is it like to live in Space? - Links to Nasa website. Looking at the stars and the moon. VR- Space Habitats of real owls (Owl Visit). Nocturnal animals, why are they awake at night? What country do they live in? (Forest School Sessions)</p>	<p>What are the physical differences between a beach town and a city?</p> <p>Can I use photographs to explore a seaside location to see what is different to a city. E.g sea, sand, pier, factories, lots of cars.</p> <p>Can I use photographs of holidays to begin to understand that there are different countries in the world. (Pin holiday photos on a world map) Talk about the similarities and differences we can see in them.</p> <p>Geographical Skills embedded throughout.</p> <p>Subject specific activities: Focus: Oceans of the world. Keeping our sea safe, looking at the pollution. Comparing holidays destinations. Keeping our environment clean and safe. Trip to Manchester Airport- comparing landscapes.</p>
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Adults role:
Children develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community. We encourage our children to appreciate places and people all over the world.
Adults give the children rich opportunities to make use of school grounds to enhance and apply their skills as geographers. Throughout the year, children observe and discuss the weather and seasonal changes. Adults also help the children to learn about the different jobs which people do in our community.

Ongoing Geography skills:

The children will identify and describe features in the local environment, e.g. house, farm, church.

They will be given opportunities to use photos and pictures to locate places in the local environment.

The children will be encouraged to talk about their local environment, recognising key places that are of significant to them.

Given opportunities to visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. shop, church, house or school.

Opportunities to talk about and describe people and places in the local area. Talk about similarities and differences between places, e.g. the school playground and the town park. Talk about different ways to travel, e.g. on foot, by car, train, bus etc.

Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.

Key vocabulary:

Weather, Seasons, Spring Summer, Autumn, Winter, Country, Grow, Leaves, Dead, Soil Environment, Waterproof, Soft, Hard, Cloud, Rain, Sunshine, Thunder, Snow, Frost, Fog, Woodland, City, Seaside, Zebra Crossing, Traffic Lights.

Cross Curricular objectives (ELG):**By the end of EYFS children will be able to:**

ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.