

### Progression of Skills and Knowledge : Geography Nursery

	Topic: Marvellous Me (Black History Month)	Topic: Let's Celebrate	Topic: People who help us	Topic: Rhyme Time	Topic: Let it grow!	Topic: We're all going on a Summer holiday!
<b>Objectives from Development Matters</b>		Use all their senses in hands-on exploration of natural materials. (UtW 3-4) Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3-4) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UtW 3-4) Understand position through words alone. For example, "The bag is under the table," – with no pointing. (Maths 3-4)	Describe a familiar route. (Maths 3-4) Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths 3-4)		Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3-4)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UtW 3-4)
<b>Key learning</b>		To collect natural Autumn objects, sort and name them. To know that different trees have different leaves. To look after the environment and our local area on a Park visit. To look at images of the key country where different festivals originated (i.e. Diwali – India) and begin to discuss differences between there and Cheadle. Find the hidden Christmas presents by following the positional language instructions.	Children to describe how they would get from their house to places in the local area i.e. the shops, the doctors etc. Children to describe routes for the emergency vehicles to follow.		To show care for the plants and animals around them.	To talk about their local area (Cheadle) and identify places from the photographs. To say where they have been on holiday (UK or abroad) and how it is different to Cheadle. To look at a map of the world and show an interest in the names and location of other countries.
<b>Key vocab</b>		Names of Autumn objects i.e. conker, acorn etc., texture vocabulary i.e. rough, smooth, colour vocabulary i.e. red, country, world, different, positional vocabulary i.e. on, under	Turn, forward, street, road, names of local buildings i.e. library, shop, Cheadle		Plant, animal, gentle, care	Cheadle, names of local buildings i.e. library, shop, holiday, country, sea, world, different, some names of other places/countries i.e. Spain, Wales
<b>What is this the foundation for?</b>		Reception children will build on the exploration of natural materials by describe their immediate environment in more detail using not just observations but also discussion, texts and maps.	Reception will build on this by beginning to use simple maps and describe their immediate environment in more detail. Year 1 will begin to devise their own maps.			Reception children will build on this by revisiting differences between places but also beginning to compare similarities between different places and environments as well as comparing life in England to life in other countries using images, texts and maps. Year 1 will study Cheadle in more detail, looking at physical and human features and comparing Cheadle to the seaside.

### Progression of Skills and Knowledge: Geography Reception

	Topic: Who am I? (Black History Month)	Topic: Light and dark	Topic: A long time ago	Topic: Once upon a time	Topic: Spring and minibeasts	Topic: Amazing animals
<b>Objectives from Development Matters</b>		Explore the natural world around them.			Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UtW People, Culture and Communities ELG) Understand some important processes and changes in the natural world around them, including the seasons. (UtW The Natural World ELG)	Draw information from a simple map. (UtW Rec) Recognise some similarities and differences between life in this country and life in other countries. (UtW Rec) 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. (UtW People, Culture and Communities ELG) Recognise some environments that are different to the one in which they live. (UtW Rec) 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. (UtW The Natural World ELG)
<b>Key learning</b>		To understand what nocturnal means. To be able to name some nocturnal animals.			To know that they live in Cheadle. To use maps of Cheadle to find local green spaces where they could go on a minibeast hunt. To observe and discuss features of their local area. To name the 4 seasons in the correct order and describe features of each one.	To name some animals that live in the jungle, desert, and on a farm and understand they are wild in certain environments. To name some features of the environment i.e. jungle, desert, farm. To talk about similarities and differences between Cheadle and these environments. To show an interest in where deserts and jungles are on a globe.
<b>Key vocab</b>		Nocturnal, night time, day time, names of nocturnal animals			Cheadle, map, Winter, Spring, Summer, Autumn, seasons, park	Jungle, desert, farm, names of animals i.e. camel, snake, hot, cold, country, same, different, Cheadle, globe
<b>What is this the foundation for?</b>					Year 1 will study Cheadle in more detail, looking at physical and human features. They will focus in more detail on the seasons and complete fieldwork and observational skills studies to record.	Year 1 begin to look in more detail at maps and atlases, focusing on the poles and equator and comparing the seaside to Cheadle. Year 2 revisit this and then look at oceans and continents. They compare geographical similarities and differences between Manchester and Australia.