



St Monica's R.C Primary School – Nursery Knowledge Organiser – Geography



Geography in Nursery

We become Geographers through the following EYFS areas of learning:

Understanding the World

Mathematics

In Nursery, we cover Geography through the following themes:

All About Me

Autumn – Why are leaves crispy?

Signs of Spring

Journeys and Beaches

Traditional Tales

Winter Wonderland

In Nursery, we learn about where we live. We also look at how people and animals live in different parts of the world. **Geographical skills and knowledge are also developed through everyday discussions, stories, roleplay and child led interests.**

Human and Physical

Homes

Each person is part of a family at home

There are similarities and differences between my family and others.

Animals have different types of homes called habitats.

Habitat is a place where living things live.

Houses are made of different things e.g. bricks.

Communities

Nursery is a community.

In Nursery we are part of a group that help each other.

Our Nursery is in Flixton.

Adults in our community have different jobs e.g. farmers look after animals and grow food.

Seasons

Seasons are a time of the year.

The seasons are Autumn, Winter, Spring and Summer

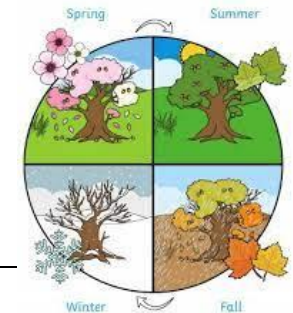
Changes in weather happen throughout the seasons.

Notice changes in the nursery outdoor area as the seasons and weather changes.

Seasonal walks help us notice changes



Order of Seasons



Locational and Place Knowledge

- Some animals prepare for seasonal changes e.g. hedgehogs hibernate, some birds fly to warmer places.
 - Talk about places I have been
 - Creating dens and homes
 - A journey gets people from one place to another.
 - Places we go on holiday are different to Flixton e.g. Beaches.
 - The coldest places on Earth are the poles
- The Arctic is different is different from where we live e.g. covered in ice, different animals, colder temperature.

Geographical Skills and Fieldwork

Maps

People use maps on a journey.

There are different types of maps e.g. street maps, treasure maps and story maps.

A map shows people how to get somewhere and what they might see on the way. It can be paper or electronic.

A journey gets people from one place to another

A journey is called a destination and can be taken on foot/car/bike etc.

Journeys

A journey gets people from one place to another.

The end of a journey is called a destination and can be taken on foot/car/bike etc.

Vehicles are machines that transport people and goods.

Follow a simple route to Flixton Park.



Additional Knowledge

- Stories help us to recognise settings such as beaches, woods, towns and cities.
- Discussions, drawings and photographs can be used to record what we see, hear and smell on seasonal walks.
- There are different celebrations around the world e.g. Lunar New Year.
- Technology helps us communicate with people in different places.

Key Vocabulary

Homes, Community, Seasons, Journeys, Maps, Weather, Habitats.

Geography Links to EYFS Statutory Framework and Development Matters

Geography

Understanding the World

3 / 4 year olds:

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live

ELG: UTW: The Natural World

- 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

ELG: UTW: People, Culture and Communities

- 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

Mathematics

3 / 4 year olds:

- Understand position through words alone. For example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

KS1 Geography National Curriculum Areas of Learning

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.