

Nursery - UW- The Natural World
Geography progression through EYFS

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW- The World

- Explore the natural world around them, making observations and drawing pictures of plants and animals
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> Talk about some of the things they have observed in different places Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Identify seasonal patterns – focusing on plants and animals. Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Use diverse range of props, photos, books to notice & talk about similarities & differences 	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present.	
Nursery Knowledge	Autumn 1 All About Me	Autumn 2 Families and Celebrations	Spring 1	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2

			Traditional Tales and farm animals			Chester Zoo/Knowsley Safari
	<ul style="list-style-type: none"> • Can describe the location of special events eg parks, cinema, beach. • Can say what they like and dislike about indoor and outdoor classroom. 	<ul style="list-style-type: none"> • Can talk about who lives in their home. • Talk about seasonal changes. What can we see in Autumn, Winter, Spring and Summer link to weather, clothing and trees. 	<ul style="list-style-type: none"> • Can describe the features of farm. • Can build their own farm and include key features for animal homes. 	<ul style="list-style-type: none"> • Can explain why we see plants and flowers growing in the spring and the Summer. • Can explain the best places for flowers, and vegetables to grow and explain why. 	<ul style="list-style-type: none"> • Know our school is based in Warrington which is in England. • Can name some significant places in Warrington- Park, swimming, Shopping etc. • Know the names of other countries and can explain similarities and Differences. • To name a variety of different homes such as barn, castle, tent caravan, flat, detached. 	<ul style="list-style-type: none"> • To explain the effect of poaching on the environment. • To be able to explain the consequences of not putting our rubbish in the bin.
<p>Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events</p>						
<p>Experiences Forest school activities Chinese New Year celebration Farm visit</p>		<p>SMSC Moral – children are taught how to look after their environment and why. Social & Cultural – Children are taught that there are different countries in the world and they can talk about the differences they have experienced or seen in photos.</p>		<p>British values Respect and tolerance is discussed when children notice what other people do and mirror it or chose to do differently.</p>		<p>WPAT/school values Responsibility is taught through forest schools by caring for their environment. Responsibility is taught when they learn about the effect their behaviour can have on the environment.</p>

Reception - UW- The Natural World

Geography progression through EYFS

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: UW/ The Natural World

■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical Skills and Fieldwork	Vocabulary- to be used daily
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Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live 		<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Recognise some similarities & differences between life in this country & life in other countries 		<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions Understand the effect of changing seasons on the natural world around them 		<ul style="list-style-type: none"> Examine change over time. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs 		<ul style="list-style-type: none"> All Language listed in Nursery AND Use appropriate Geographical language - e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'church', 'mandir', 'aerial', 'map', 'key', 'country', 'locate', 'direction', 'compass', 'north', 'east', 'south', 'west', 'field work', 'seasons', 'weather', 'symbol', 'similar', 'different'. Encourage the use of words that help children to express opinions, e.g., 'busy', 'quiet' and 'pollution' make distinctions in their observations. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" 		
	Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different		Spring 2 Lifecycles		Summer 1 In My Garden		Summer 2 People in our Community	
	<p>Field Work – Can identify features of their immediate environment – Welly Walk. Identify the human and physical features.</p> <p>Know own address.</p> <p>Know the name of their school.</p> <p>Describe their own home.</p> <p>Describe the environment and what we see in photographs.</p> <p>Name different buildings in their local area – e.g., shops, schools, churches.</p> <p>Know school is in Warrington.</p> <p>Use a variety of materials to construct an aerial view of Evelyn Street Academy.</p>		<p>Field Work - Describe the school grounds including, playground, field, and forest and describe their similarities and differences.</p> <p>Know that Warrington is in England.</p> <p>Use a BeeBot to plan a route and explain directions.</p> <p>Draw simple maps of the school grounds – identifying geographical features.</p> <p>Plan a route from home to school.</p> <p>Talk about significant places in Warrington.</p> <p>Construct and label an aerial view model of Warrington.</p> <p>Identify the human and physical features of the school grounds.</p> <p>Compare seasonal changes - understand that weather can be hot, cold, dry and wet.</p>			<p>Field Work - Community Walk – Use a map to locate significant places in our local community and identify the human and physical features.</p> <p>Know that England is a part of the UK.</p> <p>Talk about the impact of human activity – recycling - the impact on animals and the environment.</p> <p>Describe similarities and differences between different countries. e.g., England, Spain and Brazil.</p> <p>Know that Brazil is a country in the world.</p> <p>Know that countries can have similarities and differences.</p> <p>Collect and record data on our local community – How many cars do we see?</p>					
	Location		Place			Human & Physical					
<p>☐ Children to be exposed to key vocabulary daily in provision. ☐ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills.</p> <p>☐ Experience of school foot print through journeys - to Owl Wood (Forest School) and Daily Mile.</p>											