

The World	
Nursery	Reception
<p><i>*Enjoys playing with small-world models such as a farm, garage, or a train track.</i></p> <p><i>*Notices detailed features of objects in their environment.</i></p> <p><i>*Shows care and concern for living things and the environment.</i></p>	<p><i>*Shows care and concern for living things and the environment.</i></p> <p><i>*Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.</i></p> <p><i>*Talk about the features of their own immediate environment and how environments might vary from one another.</i></p> <ul style="list-style-type: none"> <i>• To name different locations such as forest, woods, park and town through immediate surroundings or traditional tale stories.</i>
Using Maps	
Year 1	Year 2
<p><i>Use world maps, atlases and globes to name and locate the seven continents and five oceans</i></p> <ul style="list-style-type: none"> <i>• To explore what the word map looks like.</i> <i>• To explore how and why we use maps, atlases and globes.</i> <i>• To locate the seven continents and five oceans, with support, using maps, atlases and globes.</i> <p><i>Name and locate the four countries of the UK and its seas.</i></p> <ul style="list-style-type: none"> <i>• During autumn term two - to link exploring Kings and Queens to identifying England, in particular the capital city of London, and Buckingham Palace. Within this topic, to use an atlas, with some support, to explore,</i> 	<p><i>Use world maps, atlases and globes to explore the seven continents and five oceans.</i></p> <ul style="list-style-type: none"> <i>• To identify the seven continents and five oceans on a map, globe and in an atlas.</i> <i>• To use atlases without support to retrieve key information from to explore the continents and oceans further.</i> <i>• During autumn term one - to explore the Pacific and Atlantic Ocean when learning about the disappearance of Amelia Earhart.</i> <p><i>Identify characteristics of the four countries of the UK. Name and locate capital cities of the UK and its seas</i></p>

<p><i>locate and compare England (London) to the other three capital cities in the UK.</i></p> <ul style="list-style-type: none"> <i>To match the four flags of the UK to the correct country with support (either from adult or by retrieving information from an atlas).</i> 	<ul style="list-style-type: none"> <i>To use an atlas, without support, to identify and locate the four countries.</i> <i>To match the flags and landmarks to the correct country in the UK, without support.</i> <i>To use this knowledge and understanding to name and locate the capital cities - to use an atlas to independently retrieve key information of each capital city.</i> <i>During spring term one - to explore the four countries of the UK, in particular England, to retrieve key facts about locations in England where children were evacuated to/from capital cities, in World War Two.</i>
<p>Geographical Vocabulary</p>	
<p><i>Year 1</i></p>	<p><i>Year 2</i></p>
<p><i>Use locational and directional language to describe the location of features and routes on a map.</i></p> <ul style="list-style-type: none"> <i>To use the vocabulary: near, far, left, right, up/forwards and down/backwards to describe a journey on a map with some support.</i> <p><i>Understand basic geographical vocabulary when referring to: key physical features and key human features.</i></p> <ul style="list-style-type: none"> <i>To use the vocabulary: Human: city, town, farm, house shop. Physical: sea, river, forest and beach, with some support.</i> 	<p><i>Use simple compass directions as well as locational and directional language to describe the location of features and routes on a map.</i></p> <ul style="list-style-type: none"> <i>To construct and use a basic symbol key using the vocabulary of North, South, East and West.</i> <i>To recap and to use the vocabulary: near, far, left, right, up/forwards, down/backwards, without support.</i> <p><i>Use basic geographical vocabulary to refer to and describe: key physical features and key human features.</i></p> <ul style="list-style-type: none"> <i>To use the vocabulary: Human: sea, river, forest, beach, coast, cliff, mountain, oceans. Physical: city, town, farm, house, shop, village, factory, office, port, harbour, without support.</i>

Weather Patterns	
Year 1	Year 2
<p><i>Identify seasonal and daily weather patterns in the United Kingdom</i></p> <ul style="list-style-type: none"> • <i>To identify the four seasons.</i> • <i>To explore the weather in each of the four seasons.</i> • <i>During autumn term one - to record daily weather patterns over the course of a week to observe the different types of weather the UK experiences</i> 	<p><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</i></p> <ul style="list-style-type: none"> • <i>To compare hot and cold countries using the equator/North and South Pole.</i> • <i>To describe what the weather is like in four seasons.</i> • <i>To discuss the temperature in the UK across the year, e.g. when we experience the hottest weather and why we experience the coldest weather.</i> • <i>To compare the temperature in the UK during the four seasons to the weather in other parts of the world (during the same period).</i> • <i>During spring term one - to explore the 'Worst Winter' during World War Two. To compare the 'Worst Winter' weather patterns to the winter we have experienced.</i>

<i>Comparing Similarities and Differences</i>	
<i>Year 1</i>	<i>Year 2</i>
<p><i>Compare geographical similarities and differences of a small area of the United Kingdom and a contrasting non-European country</i></p> <ul style="list-style-type: none"> • <i>To compare our local area (Dereham) to another location in Norfolk/East Anglia.</i> • <i>To compare our local area (Dereham) to a contrasting non-European country - linked to theme topics for each half term.</i> 	<p><i>Understand and describe geographical similarities and differences of a small area of the United Kingdom and a contrasting non-European country</i></p> <ul style="list-style-type: none"> • <i>To read and explore the book Mirror by Jeannie Baker which explores the lives of two children, one who lives in a European country, and another who lives in a non-European country. Children to link and relate their own personal lives to the child in the European country, and to compare this to the non-European child.</i> • <i>During spring term one, World War Two topic - to explore and describe the geographical similarities and differences of England/Germany during this time to America.</i> • <i>During summer term, Ahoy topic - to describe and compare a non-European hot country, such as Kenya, to our summer in the England.</i>