

Nursery							
Rationale							
<p>In Nursery, the children cover geographical skills by looking at people, cultures and communities and the natural world. In the autumn term, they make connections between features of his/her family and notice differences between people in their setting as well as cold places and what the environment looks like. This is followed on by showing interests in different occupations and continuing to develop positive attitudes about the differences between people. They will learn that there are different countries in the world through weekly topics, including the weekly spine book and can talk about the differences he/she has seen or experienced in photos and stories. Different themes and a new spine book each week supports these skills to ensure the children are given maximum opportunities to embrace diversity and cultural differences, while learning about their own school community (nursery) and beyond. All these are achieved through play and key language.</p>							
Learning							
<p>Prior Knowledge Who is in their immediate family. What are their features. Occupations of family members or an adult they know well. How do they look different to their friends? Experiences of a holiday locally, nationally or internationally.</p>		<p>In Nursery pupils will learn How they are part of a family which may be culturally different to families of their nursery peers That we are all different and we are kind to everyone We can come from different countries (demonstrated through our peers and spine books) and enjoy different foods, languages, clothing, weather types and games That the nursery setting is only one small part of our school</p>			<p>In Reception pupils will learn About their new environment (indoor and outdoor) through learning walks, environments that are different to our local area Making simple maps and using maps to explore where Santa travels too What makes a family and how different communities exist Where do we live in the world, followed by houses around the world Seasonal changes During castles topic, exploring where castles are situated, drawing maps and plans of castles</p>		
Key Vocabulary							
<p>Key Vocabulary (for adults): Map, road, path, street, river, stream, town, village, countryside, celebration, direction, tradition, house, park, post office, shops, land, ocean, sea, globe, atlas, England, countries, Europe, world, jobs/careers (ongoing),</p>							
Skills gained							
Place	Space	Scale	Environment	Interconnections	Environmental impact and sustainability	Cultural awareness and diversity	Vocabulary and communication

<p>Can see how nursery setting indoor/ outdoor is different to their home. What is different/the same?</p> <p>Identify where nursery is in relation to the whole school building</p> <p>Holidays, weekend trips and how they get there. Weather, activities, clothes to wear</p> <p>Spine books to compare what places look like compared to our home and community</p>	<p>Identify what each area is in the outdoor learning area</p> <p>Identify land use outside the nursery boundary and what it is used for</p>	<p>Can see how they are in one small area of the school by observing the size of the playground and field from the nursery setting.</p> <p>Taking walks through the school building to see its size</p>	<p>First-hand observation to investigate nursery grounds using positional language and finding items/ places from given photos</p> <p>Identify hot and cold places and what some landscapes will look like</p>	<p>First-hand observation to investigate nursery grounds and compare to the rest of the school</p>	<p>Start to understand how different areas of nursery are used for different activities and why</p> <p>Begin to identify certain areas as needing specific care and attention</p>	<p>Celebrating Diwali, Chinese New Year, Eid</p> <p>Identify some of the cultural aspects of these above celebrations</p>	<p>Model language used by adults in the nursery setting</p> <p>Begin to identify some geographical features of school and nursery</p>
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