



Year group: Reception

Area/topic: Enquiry and geographical skills
- Human and physical (Autumn 2)

(Objectives from NC/ELG/Development matters)

National Curriculum Objectives

Enquiry and Geographical skills

- Explore the natural world around them, making observations and drawing pictures of animals and plants (NC: The Natural World)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities)
- Use the school area for exploring... the natural environment.
- Find out about their school environment by talking to people, examining photographs and using magnifiers.
- Comment and ask questions about aspects of their familiar world... the natural world.
- Show care and consideration for the environment.
- Use a simple map with symbols to spot features in the school grounds...
- Follow simple directions (forwards/backwards, up/down).

Human and physical

- Describe the daily weather patterns.
- Understand some important processes and changes in the natural world around them, including seasons (NC: 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 (NC: The Natural World)

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will have described daily weather patterns and matched to correct symbol in Nursery. • Children will have described daily weather patterns in Autumn 1 (Reception). • Children will have used the 5 senses to explore autumn (in school). • Children will know the word 'autumn'. 	<p>Year 1...</p> <p>National Curriculum Objectives.</p> <p>Human and Physical</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. <p>Place knowledge</p> <ul style="list-style-type: none"> • Describe the physical geography of where they live and of a contrasting non-European country. Describe some similarities and differences. • Describe the human geography of where they live and of a contrasting non-European country. Describe some similarities and differences. <p>Enquiry and Geographical Skills</p> <ul style="list-style-type: none"> • Draw picture maps from stories, using own symbols. • Devise a simple map of the school grounds. Use simple picture maps to move around school. • Follow directions (up/down, left/right, forwards/backwards). • To use directional language (near, far, left, right,) to describe location of features on a map.

What pupils need to know or do to be secure

Key knowledge and skills

- Children will be able to comment on what they see in the natural areas of school using key vocabulary.
- Children will be able to complete a simple fieldwork study within school grounds, collecting data and discussing findings.
- Children will be able to interpret a simple map of school grounds, and plan a route around school to complete fieldwork, drawing arrows on map.
- Children will be able to complete an observational drawing of something they see in the natural environment of their school.
- Children will demonstrate care and consideration for natural environment, e.g. not pulling twigs off trees, or stepping on insects.
- Children will be able to comment on the daily weather in simple sentences, e.g. 'it is sunny today'.
- Children will know that autumn is a season, and can comment on and describe some of the characteristics of autumn using key vocabulary.
- Children may be able to comment on the difference between human and physical features.

Possible evidence

- Examine aerial photos of school grounds to identify both human and physical features of school.
- Teacher devises a map of school grounds. Children could then use map to plan route around school, to conduct fieldwork.
- Children complete fieldwork study of school grounds.
- Children go outside to complete observational drawings of natural world.
- Children can draw a picture to show 'autumn' e.g. a picture of a tree with brown leaves, or any animals you might see in autumn.

Key vocabulary

- Autumn
- Leaves
- Red, Orange, Brown
- Trees
- Grass
- Flowers
- Soil
- Hedge
- Field
- Natural
- Building

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • Children may not understand concept of an aerial photograph, they may find it hard to identify the areas of the school. • Children may think that certain animals associated with autumn are only alive, or 'come out' during autumn. • Children may find it hard to understand difference between human and physical features. 	<ul style="list-style-type: none"> • Millie- Mae in Autumn- Natalie Marshall • Autumn- Ailie Busby • The squirrels who squabbled- Rachel Bright, Jim Field • 1 2 3 A walk in the countryside- Rosalind Beardshaw
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Fieldwork study of school. 	<ul style="list-style-type: none"> • Children will describe natural environment as they explore it, commenting on characteristics of autumn. • Children communicate with peers and adults while completing fieldwork. • Children will present fieldwork findings to class (can present to the other Reception class).

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.