



## Subject- Geography



### Threshold Concepts and Milestones

Threshold Concept	Foundation Stage 1	Content
<p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> <li>• Can talk about the immediate environment and places that are important to them.</li> <li>• Can talk about life in this country and life in other countries, drawing on their knowledge from stories and non-fiction.</li> </ul>	<p><b>'Houses and homes'</b> by Louise Spilsbury. This book encourages children to think about why we have house, homes, and common features they share. It helps to compare and contrast different styles of homes, as children are encouraged to think about what they can find in and around their own homes. Children to paint/ draw/ make collage of their homes.</p>  <p><b>'A Very Special House'</b> by Ruth Krauss.</p> <p>Ask parents to share photos of children's homes and if possible to share photos of other relatives home from other countries.</p> <p>Share, explore and discuss photos of our school: main entrance gate, nursery classroom, nursery outdoor space and gradually introduce other areas from around school, such as dinner hall and big playground.</p> <p>Share, explore and discuss photos of the local area, parks and shops that children find most familiar.</p> <p><b>'All Kinds of Homes'</b> By Thando Maclaren and Emma Damon. <b>'Home'</b> (Around the world) by Kate Petty This book looks at the homes of children from all around the world. It challenges children to explore how people may share their homes with their families or sometimes with a whole community.</p>

<ul style="list-style-type: none"> <li>• Begins to point out things of interest to them when out on a walk around the local area.</li> <li>• Can recognise key features of the local area from a photograph.</li> <li>• Know which city they live in.</li> <li>• Uses maps as part of their play.</li> </ul>	<p><b><u>Introduce Hyson Green</u></b> as our local area and the place where we live. Introduce photographs of familiar local places such as parks, supermarkets, school, doctor surgery and library. Can children recognise any of these places?</p> <p><b><u>Visit to the local library:</u></b> This opportunity will help children to learn about different features of their local area. For example seeing and talking about buildings (houses, shops), roads (crossing, traffic lights), pavement (lamppost), and tramline.</p> <p>Sharing photos from the local walk with children to discuss what features they have seen around the local area. Children beginning to recognise some familiar features. Discussing what those features are, can children find familiar features on a photograph from their local walk?</p> <p>Making 'Hyson Green' posters/photo book/collage/ class display board, using the photos taken on walks and asking parents to bring/send photos they take taken when out in the local area (their house, street, local shop, local park).</p> <p><b><u>Introduce City of Nottingham:</u></b> Introduce the city of Nottingham and explain that Hyson Green is in Nottingham.</p> <p><b><u>Visit to Market Square:</u></b> Explore the features of Nottingham city as we travel by tram, pointing to buildings, parks, shops... Discuss and explore the features of Market Square.</p> <p><b><u>Introduce 'Maps':</u></b> Introduce the word 'map', explain that a map is a drawing of where we live and it shows where things are. Provide local maps, photographs for children to play with during role-play.</p> <p>Other opportunities to explore maps through play: With small world provide pirate treasure maps, superhero rescue maps, Model and encourage children to draw (mark making) their own map of a chosen area in the nursery (Display children's maps)</p> <p><b><u>'Rosie's walk'</u></b> by Pat Hutchins, refer to the map in the story and discuss positional vocabulary (in, around, over, on)</p> <p>If appropriate: <b><u>Visit to the school allotment.</u></b></p>
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<p><b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p>	<ul style="list-style-type: none"> <li>• With adult support talk about similarities a difference between two contrasting environments drawing on their experiences and what has been read in class.</li> <li>• Identify different kinds of weather and talk about these.</li> <li>• Explore school by walking around the building and grounds becoming familiar with the different places.</li> </ul>	<p>Share photos/ class book from some local walks or trips (library, park, Market Square, allotment)</p> <p>Discuss differences and similarities between what they have experienced in Hyson Green, Nottingham city, Market Square school allotment.</p> <p>Daily discussion of weather and seasons. Share with children fiction and non-fiction weather/season books. To use a weather and seasons board in the classroom and discuss and refer to daily.</p> <p>Seasons classroom display to display signs of different seasons and what those signs look like in our immediate environment (photos of children wearing seasonal clothing, photos of our nursery playground showing seasonal changes, children's art and craft work to show what they are learning about seasons)</p> <p>School walks: To get to know the environment around school, getting to know different areas. Foundation 2 area, corridor, dinner hall, kitchen, reception, office, KS2 and KS1 playground.</p> <p>What are these places? Who works there? Why do we need places like this in school? Draw pictures (mark making) of different places found in school.</p>
<p><b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Can draw representations and images of their local environment.</li> </ul>	<p>Use photos from local visits to show their local environment.</p> <p>Create collages with photos provided (children's drawings) and create a local pictorial map.</p> 

