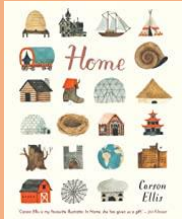




Subject- Geography



Threshold Concepts and Milestones

Threshold Concept	Foundation Stage 2	Content
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.(ELG) •Can point out different features when on a walk around the local area. 	 <p>Home by Carson Ellis:- use as a stimulus, read and discuss the illustrations. Learn the vocabulary to describe a house roof, wall, chimney, door, window, step, drainpipe, gutter etc. learn the vocabulary for a road/street:- pavement, road, road markings, grid, drain, fire hydrant, lamppost. Crossing, traffic light etc.</p> <p>Walk around the local area spotting buildings from the photographs and pointing out different features that have been discussed. Eg. Shops, houses, flats, tram lines, road, crossings, traffic lights, lamp posts, pavement, a park. Give the children a simple map of the area to use as</p>

• Can look at aerial images and can match key features with a photograph.

• Know which city and country they live in.

Explain some similarities and differences between life in this country and life in other countries, drawing on their knowledge from stories, non-fiction texts and -when appropriate-maps. (ELG)

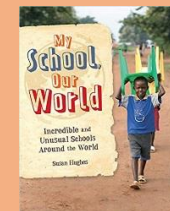
they walk around. Refer to the map so that the children can understand its importance.

Look at and talk about photographs of the local area. Match these to a simple map of the local area or an aerial image.

Look at the area by using *Google Maps* and discuss what the children can see.

Learn about where they live, that *Hyson Green* is an area of Nottingham and that Nottingham is in the country of England, which is part of Great Britain. Look at a map of *Great Britain* and with support from an adult locate Nottingham.

Non- Fiction Texts



Schools Around the World (Around the World Series) by Claire Lewis

My School Our World by Susan Hughes.

Schools Around The World (Children Like Us) by Moira Butterfield

	<ul style="list-style-type: none">• Can identify seas/oceans and land on a globe.	<p>By using the books above discuss the similarities and differences of life in schools around the world.</p> <p>Invite parents in or members of staff to talk about the similarities and differences of countries they have lived in or visited.</p> <p>Ask children who have lived in other countries or have visit other countries to talk about the similarities and the differences.</p> <p>Explain what a globe is. Challenge the children to identify the areas of land and all the different seas and oceans.</p>
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Investigate patterns

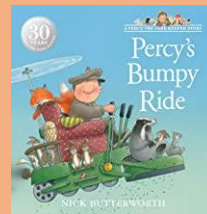
This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- 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. (ELG)

Contrasting Environments: British countryside, Deserts, Swamps, African Savannah/jungle

Visit a park in Nottingham such as Wollaton Park to experience and talk about grassland, paths, the lake and Wollaton Hall.

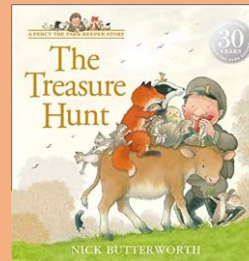
Percy's Bumpy Ride by Nick Butterworth.



Discuss the illustrations of the English Country side pointing out the geographical features.

Talk about the similarities and differences comparing where they live and where Percy the Park keeper lives.

The Treasure Hunt by Nick Butterworth



Discuss the different features of the park Percy uses to hide the clues for the Treasure Hunt.

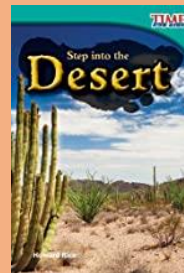
Make a treasure Hunt with written and picture clues for the children (working in small groups) to follow, using the key features around school.

Meerkat Mail by Emily Gravett



Find out about the characteristics of a desert. Follow Sunny on his journey, comparing the environments he visits, from the desert, the farm, the rain forest, Madagascar, to a swamp and then back to the desert.

Step into the Desert by Howard rice



This book answers the following questions:-

What is a desert?

Where are deserts?

How are they formed?

Can anything live there?

Handa's Surprise by Eileen Browne



Describe the environment that Handa walks through on her journey. Talking about similarities and differences between the African Savannah, the desert and the British countryside.

Let's Explore.

Safari by Lonely Planet Kids and Pippa Curnick



Use this non-fiction book to learn about the different features of an African Environment.

Talk about similarities and differences between the African savannah and the desert, and the British environment.

Understand some important processes and changes in the natural world around them, including the seasons and

Observe the weather daily use signs and symbols to record what the weather looks and feels like.
Observe and discuss the seasons. Learn the name of the seasons and their characteristics. Experience each season when playing outside and identify key triggers such as leaves falling off the trees, bulbs beginning to grow in springtime.

	<p>changing states of matter (ELG)</p> <ul style="list-style-type: none"> • Can identify different parts of school, hall, kitchen, Computer room, office, playground and talks about how it is used. 	<p>Observe ice and snow and how it changes into water. Discuss what causes this to happen.</p> <p>In small groups go on a walk around school identifying the different parts of school and develop an understanding of what happens in each area. Talk about the different rooms and areas of school.</p>
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Can draw a simple map e.g. Treasure map. 	<p>Draw and label a picture of their house.</p> <p>Talk about things they have seen whilst on a walk around the local area using the vocabulary that has been taught.</p> <p>Draw simple maps of the local area.</p> <p>Mark on a large world map the countries where children's families are from.</p> <p>Draw a map of the aerial view (Showing the English Country side.) taken from Percy's Bumpy ride by Nick Butterworth.</p> <p>Print out copies of the aerial view and ask children to match real life photos of the key features to the ones shown in the aerial view. Such as the river, a bridge, a castle, sheep in a field.</p> <p>Draw a map of the Treasure hunt in Percy the Park Keeper made for the animals.</p>

		<p>Challenge the children to draw their own Treasure Maps using the key features around school.</p> <p>Draw a map of the Meerkat's journey. (Including Key geographical features of the natural environment)</p> <p>Draw a map of Handa's journey. (Including key geographical features of the natural environment.)</p>
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