

Geography in EYFS (UW People, Cultures and Communities/Natural World)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 Year Olds	Super Duper Me	If You Go Down to the Woods Today...	Artic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splish!
	<p>Mathematics Shape, Space & Measure Understand positional language within daily routine <i>... in / on / under ...put shapes and blocks into position / respond to simple language of position / arrange blocks in a chosen position</i></p> <p>Understanding the World People, Culture & Communities Local Environment Begin to identify features of where they live. Talk about what they see, using some vocabulary.</p> <ul style="list-style-type: none"> Explore our local area... <i>where do you live? What is your house like? roof, door, window, chimney, garage</i> <p>Comparing the UK with other countries, including maps Begin to recognise that there are different countries in the world and talk about some of the differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> Which country do I live in? Where have I visited before in the UK? 		<p>Mathematics Shape, Space & Measure Begin to understand some positional language, with support within the wider environment <i>...talk about simple positions / move into simple positions / move through positions</i></p> <p>Begin to describe a familiar route <i>...follow simple small-world routes / follow simple routes outside / follow toys around a simple route</i></p> <p>Understanding the World People, Culture & Communities Local Environment Begin to identify features of where they live. Talk about what they see, using some vocabulary.</p> <ul style="list-style-type: none"> Explore our local area in some detail... <i>where do you live? What do you see near your house? Shop, church, library, lamppost, post box</i> <p>Comparing the UK with other countries, including maps Continue to explore that there are different countries in the world and talk about a range of the differences they have experienced or seen in photographs.</p>		<p>Mathematics Shape, Space & Measure Understand position through words alone Describe a familiar route Discuss routes and locations... <i>in front of, behind</i></p> <p>Understanding the World People, Culture & Communities Local Environment Know many of the key features of where they live. Talk about what they see, using a wide vocabulary.</p> <ul style="list-style-type: none"> Explore our local area in more detail... <i>What is in Edgeley? What do you see near your house? Why do we have that near our home? e.g. a shop to buy food / a library to borrow books... because</i> <p>Comparing the UK with other countries, including maps Confidently share that there are different countries in the world and talk about differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> Where are my family from? Where would you like to visit on holiday? 	

	<p>Natural World</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Natural Phenomena / Seasons</p> <p><i>Explore and respond to different natural phenomena in their setting and on trips.</i></p> <p>Begin to identify a few key features about the current season.</p> <ul style="list-style-type: none"> Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Autumn ...conker, pinecone, leaves, change, colour Seasonal walk – features of Autumn <p>Implementation:</p> <p><i>Make collections of natural materials. Encourage children to talk about what they see. Create books and displays about children's families around the world, or holidays they have been on. Encourage children to explore the outdoor area. Children to be exposed to different types of houses. Have they seen them in our local area? Provide interesting natural environments for the children to explore freely outdoors. Plan and introduce new vocabulary related to exploration and encourage children to use it. Answer questions and encourage discussion about similarities and differences. Seasonal Walk to the park.</i></p>	<ul style="list-style-type: none"> Explore the Arctic / Jungle habitats in different countries. Share some details about holidays we have been on outside of the UK. <p>Natural World</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> Find out about Arctic / Jungle animals... <i>what is their habitat like? what do they eat?</i> Explore tropical plants of the jungle/rainforest... <i>why do they grow there and not here?</i> <p>Natural Phenomena / Seasons</p> <p>Continue to identify some key features about the current season.</p> <ul style="list-style-type: none"> Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Winter ...ice, frozen, freeze, water, cold, shiver Seasonal walk – features of Winter Begin to notice seasonal changes: Winter turning to Spring. <p>Implementation:</p> <p><i>Children to describe routes. Plan and introduce new vocabulary. Encourage children to refer to books, wall displays and online resources. Plan in dedicated talk time, listen to what the children say about their family. Answer questions and encourage discussion about similarities and differences. Provide interesting natural environments for the children to explore freely outdoors. Make collections of natural materials. Encourage children to talk about what they see. Plan and introduce new vocabulary. Answer questions and encourage discussion about similarities and differences - Seasonal Walk to</i></p>	<p>Natural World</p> <p>Natural Phenomena / Seasons</p> <p>Identify many key features about the current season.</p> <ul style="list-style-type: none"> Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Spring / Summer ...warm, flowers, grow, plant, sunlight, garden Seasonal walk – features of Summer <p>Begin to notice seasonal changes: Spring turning to Summer</p> <p>Implementation:</p> <p><i>Provide interesting natural environments for the children to explore freely outdoors. Make collections of natural materials linking to summer. Encourage children to talk about what they see. Plan and introduce new vocabulary. Answer questions and encourage discussion about similarities and differences. Seasonal Walk - describe route using vocabulary. Possible visit to a local allotment. Green Day - links to recycling. Earth Day - caring for our planet. Display photographs of houses around the world for children to explore and discuss. Draw maps for stories.</i></p>
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			<i>the park. Look at a world map and locate different rainforests. Make a collection of natural materials to investigate, such as seeds, bark and leaves.</i>			
Key Vocabulary	Environment, classroom, map, holiday, world, country, autumn, season, leaves, colours, red, yellow, gold, orange, change. Autumn, leaves, colours, red, yellow, gold, orange, season, change, local area, park		Route, map, direction, follow, Spring, change, season, world, map, rainforest, environment, same, different		Earth, planet, recycle, care, plants, environment, summer, seasons, change, Map, route, direction, path, river, stream, summer, seasons, changing	
Reception	All About Me/Farmyard	Light and Dark	Journeys	Explorers	Animal Growth / Minibeasts	Under the Sea
	<p>Understanding the World People, Culture & Communities Local Environment</p> <p>Continue to understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> • Links to Harvest and school garden. <p>Comparing the UK with other countries, including maps</p> <p>Begin to understand what a map is and how it is used.</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Draw and label a map of the classroom • Use Beebot to follow a route on a simple map. <p>Natural World Natural Phenomena / Seasons</p> <p>Begin to understand the effect of the changing seasons on the world around them.</p> <p>Observe and describe the weather.</p> <p>Know that the leaves fall off the trees in Autumn and the weather usually get a little bit colder, cooler.</p> <p>Know that there are four seasons, Autumn, Winter, Spring and Summer.</p>		<p>Understanding the World People, Culture & Communities Local Environment</p> <p>Begin to talk about their local area and journey to school.</p> <ul style="list-style-type: none"> • Draw and label a simple map of their journey to school, school grounds and immediate local areas. <p>Recognise some environments that are different from the one in which they live.</p> <ul style="list-style-type: none"> • Compare and contrast where we live with different environments e.g. desert, mountain ranges and rainforest. <p>Comparing the UK with other countries, including maps</p> <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> • Look at and share the world map and globe, locate the UK and Africa and discuss similarities and differences. 		<p>Understanding the World People, Culture & Communities Local Environment</p> <p>Continue to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.</p> <ul style="list-style-type: none"> • Children to contribute to developing the school grounds through planting and recycling. Green Day. • Create a journey stick based on the outdoors. <p>Comparing the UK with other countries, including maps</p> <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> • Locate seaside holidays on a map. <p>Natural World</p> <p>Describe what they see, hear and feel whist outside</p> <ul style="list-style-type: none"> • Think about ways we can care for our outdoor environment e.g. recycling and reusing, Green Day. <p>Natural Phenomena / Seasons</p> <p>Understand how the seasons follow a cycle</p> <p>Understand the effect of the changing seasons on the world around them.</p>	

	<p>Implementation: <i>Locate their house and school. Design a simple map based on stories. Introduced Beebot and follow a map. Seasonal walk to the park, follow a map. Explore where animals live, finding out about different environments and habitats.</i></p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> Investigate, explore and celebrate during Explorer Day and Africa Day. <p>Natural World Explore the natural world around them observing plants and animals in the changing seasons.</p> <ul style="list-style-type: none"> Share a range of books and online resources to find out about contrasting environments e.g. <i>deserts, rain forests</i> etc. Observe and talk about the homes/habitats of local wildlife e.g. birds, minibeasts and hedgehogs. Begin to develop an awareness of the differences between these and African habitats/climate. <p>Natural Phenomena / Seasons Understand the effect of the changing seasons on the world around them.</p> <ul style="list-style-type: none"> Know that some local wildlife find it hard to find enough food in the winter e.g. because there are less leaves and fruits growing on trees and less insects out and about. Observe and talk about some signs of Spring e.g. blossom, buds, leaves growing on trees, how it gets lighter earlier in the morning and darker later at night. <p>Implementation: <i>Follow a route on a map for The Naughty Bus. Draw maps. Road safety walk around the local area. Introduce and model key vocabulary. Explorer Day - Comparing and contrasting where we live with different environments. Introduce the globe and world map. Seasonal walk to the park, follow a map. Find out about Africa and learn about similarities and differences to where we live.</i></p>	<ul style="list-style-type: none"> Observe and talk about some signs of Summer e.g. warmer weather and how it gets lighter in the morning and darker later at night, more plant growth <p>Implementation: <i>Earth Day and Green Day. Introduce The Three R's (Reduce, Reuse and Recycle). Share texts, fiction, and non-fiction about our world. Seasonal walk to the park, follow a map. To know that they live in Edgeley. Use maps of the children's local area to find local green spaces where they could go on a minibeast hunt. Observe and discuss features of their local area. Locate coastal habitats on a map. Discuss the coast and seaside holidays.</i></p>
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<p>Key Vocabulary</p>	<p>Environment, village, street, different, near, park, direction, next to, season, map, road, route, locate, journey, weather, footpath, left, right, compare, river, farm, school, local area, community change, season, autumn, winter, nocturnal, animal</p>	<p>Environment, village, street, near, park, direction, next to, map, road, route, locate, journey, weather, footpath, left, right, compare, river, farm, school, local area, community change, season, winter, transport, vehicles, train, car, bus, bicycle, motorbike, helicopter, tractor, aeroplane, van, season, spring</p>	<p>Environment, village, street, near, park, direction, next to, map, road, route, locate, journey, weather, footpath, left, right, compare, river, farm, school, local area, community change, season, summer, coast, habitat, shore, ocean, seaside, seasons, change, autumn, winter, spring, summer</p>
<p>Early Learning Goals</p>	<p>Understanding the World</p>		

<p>By the end of Reception children are expected to:</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.
<p>Mapping Curriculum Objectives How the early learning goals feed into objectives from the Year 1 National Curriculum.</p>	<p>Year 1 National Curriculum Objective</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p>

- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.
- Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.