



## Geography in the Early Years - Understanding of the 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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><b>People Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>		

## Transition from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p><b>Understanding the World: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p><b>Understanding the World: The Natural World</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>Geography</b></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>Pupils should be taught to:</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• 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. <b>Human and Physical Knowledge</b></li> <li>• 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.</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>○ Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>

## What our EYFS pupils learn at Green Oaks

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Geography	<p><b><u>All About Me</u></b>  <b>People, Culture and Communities (Geography)</b>                      Location of our school and the local area. My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?                      Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, fire fighters, police.</p>	<p><b><u>Journeys</u></b>  <b>People, Culture and Communities (Geography)</b>                      Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p><b><u>Dinosaurs</u></b></p>	<p><b><u>Growing and changing</u></b>  <b>People, Culture and Communities (Geography)</b>                      Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to:                      Oranges: Spain                      Bananas: Central America                      Lemons: South Africa                      Pineapples: Costa Rica</p>	<p><b><u>Animals and their babies</u></b>  <b>People, Culture and Communities (Geography)</b>                      Children look at maps and understand that many different animals live around the world. Children know there are cold places on earth at the North and South Poles. Children are beginning to understand that habitats around the world are under threat and must be protected.</p>	<p><b><u>Heroes and adventures</u></b>  <b>People, Culture and Communities (Geography)</b>                      Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>

Reception	Geography	<p><u>All About Me</u>  <b>People, Culture and Communities (Geography)</b>          Location of our school and the local area. My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?          Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, fire fighters, police.</p>	<p><u>Transport: Past and Present</u>  <b>People, Culture and Communities (Geography)</b>          Children know we must be aware of our safety when we travel around. Children know there are different kinds of land transport around the world. Children know there are different kinds of land transport around the world. Children know that travelling in cold places can be challenging.</p>	<p><u>Space</u>  <b>People, Culture and Communities (Geography)</b>          Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p><u>Growing and Changing</u>  <b>People, Culture and Communities (Geography)</b>          Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to:          Oranges: Spain          Bananas: Central America          Lemons: South Africa          Pineapples: Costa Rica</p>	<p><u>Kings and Queens</u>  <b>People, Culture and Communities (Geography)</b>          The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p><u>Stories from the Past</u>  <b>People, Culture and Communities (Geography)</b> Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families</p>
-----------	-----------	---	---	--	---	---	---