



Subject Leader: Geography - Where your subject sits in EYFS



In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the **Characteristics of Effective Teaching and Learning** These are:

Playing and Exploring - children investigate and experience things, and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

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.

EYFS UW People and Communities (Geography) Skills

Locational knowledge	Geographical skills and fieldwork	Place Knowledge	Manmade and natural geography
Describe the immediate environment, using new vocabulary where appropriate. Know the name of the road, and town that school is located in. Talk about a range of contrasting environments within their local region.	Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	Find out about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons. Explain how children's lives in other countries may be similar or different in terms of how they travel to school,

		<p>Teach children about a range of contrasting environments within both their local and national region. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>	<p>what they eat, where they live, and so on. (Avoid stereotyping) Model the vocabulary needed to name specific features of the world, both natural and made by people.</p>
<p>Development Matters: (Non-Statutory Guidance)</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. 			
<p>Assessment</p>			
<ul style="list-style-type: none"> • Listen to what children say about what they see. • Using new vocabulary: name specific features of the world, both natural and made by people. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • Look for children incorporating their understanding of the seasons and weather in their play. 			
<p>Vocabulary</p>			
<p>Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural</p>			
<p>ELG: People, Culture and Communities (Statutory)</p>			
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • 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. 			

KS1 Geography

Locational Knowledge:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capitals of the UK.

Place Knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-EU country.

Human & physical geography:

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary to refer to:

- Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river etc.
- Key human features including: city, town, village, factory, farm, house, office, shop, port and harbour.

Geographical skills and fieldwork

- Use of maps, atlases and globes.
- Use of directional language to describe locations.

Notes: