

Geography (EYFS Understanding the World – The World)

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS	Links to Year 1 Threshold Concepts
<p>Sunbeams (Nursery 2 year old Provision) 2 to 3 years old</p>	<p>To explore and observe the local environment and natural world around me.</p> <p>To use small world and block play to build places/buildings using photos as a stimulus.</p> <p>Sharing stories about different places e.g. Noisy Farm – Rod Campbell</p> <p>Encourage children’s exploration, curiosity, appreciation and respect for living things by being outdoors in the different seasons. Looking at minibeasts or birds etc.</p>	<p>Inside, outside, on top, under, shop, home, garden, nursery, farm, train, car, bus, road, train track, pond, forest</p>	<p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips</p>	<p><u>Locational Knowledge</u></p> <p>Name, locate and identify the four countries and capital cities of the United Kingdom, its surrounding seas and its location within the continent of Europe <i>(This is to help children place themselves in the world from locally to nationally and then globally. (Children should know where a place is and what it is like and be able to make comparisons)</i></p> <p><u>Place knowledge</u></p> <p>Name and describe some characteristics of the four capital cities, with a focus on London. Compare the features to their own home location.</p> <p><u>Physical Geography:</u></p> <p>Recognise the features of coastal locations, such as cliffs and famous coastal areas such as Dorset and the White Cliffs of Dover. Understand the concept of physical features and identify key physical features of the UK , including: beaches, cliffs , coasts cliffs, beaches forests, hills,lakes and mountains ,sea, river, valley. Identify and describe the best known physical features in each country of the UK: LochNess,</p>
<p>Sun (Preschool) 3 to 4 years old</p>	<p>To explore their local environments, talking about places, plants and animals that they see.</p> <p>To use small world and block play with photos of local landmarks as a stimulus.</p> <p>Sharing stories about different places and journeys e.g. Rosie’s Walk.</p> <p>Using children’s own experiences of visiting/living in other countries/places.</p>	<p>Inside, outside, on top, next to, behind, under, shop, house, farm, church, school, mosque, road, pavement, flat, park, zebra crossing, bicycle, field , forest, pond, playground, trike, Dinner hall, library</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Show interest in different occupations.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	

Geography (EYFS Understanding the World – The World)

<p>Reception 4 - 5 years old ELG</p>	<p>Visits to the local environment such as Forest, Silver Street Nature Reserve, High Street, Railway Museum, River Somer, Shop, Library, Pond, Farm and Local allotment.</p> <p>Drawing Simple maps. Posting Letters.</p> <p>Forest School learning about the Seasons throughout the year.</p> <p>Pretending to travel or go on holiday (journey) to different countries/cities such as London, of the world.</p> <p>Learning about looking after our Planet - Earth Day and during our Journeys topic - how we can recycle and keep our beaches, local environment clean.</p>	<p>Inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, mosque, road, pavement, flat, park, zebra crossing, bicycle, field, forest, pond, playground, trike, Dinner hall, library, river, allotment, museum, Nature Reserve, Synagogue, map, left, right,</p>	<p>Early Learning Goal People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <p>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> <p>15. The Natural World ELG</p> <p>Children at the expected level of development will:</p>	<p>Giant’s Causeway, Snowdownia, Lake District, River Thames (not definitive)</p> <p><i>(Children should understand that physical geography focuses on natures and the environment and with it natural hazards and their effects.)</i></p> <p><i>(Children will examine how land is formed and how it changes over time and how the climate affects the land and vice versa)</i></p> <p><u>Human Geography</u></p> <p>Know what human feature is and relate this to features of their own location and the UK’s capital cities. Use terms city, town, village, factory, farm, house, flat, and shop. Describe famous landmarks for each country on the UK (Buckingham Palace, Stonehenge, Edinburgh Castle, Welsh Assembly, City Hall Belfast- not definitive) and their locations and use the term landmark accurately. Pupils need to know the meaning of urban and rural locations and be able to identify these in photographs and on simple maps.</p> <p>Weather conditions affect how humans dress and in some cases the building of their homes, such as on the Island of Coll. Some jobs are affected by the weather, such as farming, selling ice creams etc.</p> <p>Pupils need to understand symbols on weather maps and to locate their home</p>
---	---	---	---	--

Geography (EYFS Understanding the World – The World)

			<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>town and the Island of Coll on a map of the UK. They use this information to complete a weather diary for both locations and compare the two. They make a simple rain gauge and measure the amount of rainfall over a week, plotting their results on a chart.</p> <p><i>(Children should understand that human geography focuses on where people live, what they do and how they use the land. Children might study rural and urban places and consider the differences to people’s lives and they might study cultures, customs, religion etc.)</i></p> <p>Climate</p> <p><i>(Children should know that weather is a specific event—like a rainstorm or hot day—that happens over a few hours, days or weeks. Climate is the average weather conditions in a place over 30 years or more. NASA has observed that Earth’s climate is getting warmer—</i></p> <p><i>This is climate change)</i></p>
--	--	--	---	---