

EYFS Curriculum Progression

Understanding the World – Geography

In Early Years understanding the world through Geography is an important part of our curriculum.

‘Understanding the World’ encompasses a range of early geographical skills and knowledge in Early Years. Our focus for teaching and learning is on hands-on experience and developing the language and communication skills that will enable children to make comparisons, ask questions and make connections in their experiences. The children’s developing understanding of place and community is like an ever-widening circle. We start by talking with the children about their homes, the people who live with them and the people who are important to them. We also talk about what makes them the same or different to other children. The children start to become aware of the local landmarks that are significant to them and we incorporate photographs of these into a small world and block play. In Reception, teachers talk about maps and use ‘mapping’ skills to plot place and story. We talk about Midsomer Norton and beyond and develop the children’s understanding of place through talking about where we live, local landmarks and where other significant people in individual children’s lives live. Later in the Reception year we introduce a direct comparison of landscape and climate through the introduction of the Rainforest.

Alongside planned learning, children are encouraged to follow their own interests and create ideas around their own fascinations.

<u>Implementation:</u>	<u>Learning experiences</u>	<u>Key vocabulary & what children need to know</u>	<u>Outcomes</u>
<u>Caterpillars</u> Nursery 2 year old Provision	<p>Big Idea: Human Features and Physical Features</p> <p>Explore the features of the outside area</p> <p>Block play – creating buildings from imagination based on own first hand experiences and interests</p> <p>Small world and block play with photographs of local landmarks</p>	<p>Inside, outside, around, under, next to, shop, house, factory, farm, church, garage, school</p>	<p>Explore and respond to different natural phenomena in their setting and in the environment.</p>

<p>Butterflies Preschool provision</p>	<p>Big Idea: Human and Physical Features</p> <p>Explore the features of the outside area including the forest area. Talk about and compare different features in the outdoors - Forest School</p> <p>Block play – creating buildings from imagination based on own first hand experiences and interests</p> <p>Small world and block play with photographs of local landmarks</p> <p>Talking about story settings and introducing vocabulary to describe place, buildings, landmarks.</p> <p>Sharing stories that feature journeys and language of position</p> <p>Big Idea: Location</p> <p>Talk about where Nursery is in relation to home.</p> <p>Use large globes and pictures of the world to show there are different countries. Invite children to share postcards and photos from holiday experiences.</p>	<p>Inside, outside, around, under, next to, shop, house, factory, farm, church, garage, school.</p> <p>place, setting, building, park, nursery, next to, opposite, by.</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> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Holly Class Reception</p>	<p>Big Idea: Human Features and Physical Features; Location</p> <p>Block play – creating buildings based on own first hand experiences and interests</p> <p>Small world and block play with photographs of local landmarks</p> <p>Walk to post box – talking about street furniture and the features of the local environment. Talk about those features they like and dislike. Encourage children to express opinions on natural and</p>	<p>Inside, outside, around, under, next to, shop, house, factory, farm, church, mosque, school, road, pavement, house, flat, park, left/right, zebra crossing</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>

	<p>built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>Observe and identify features in Midsomer Norton & the natural world.</p> <p>Find out about the environment by talking to people, examining photographs and simple maps and visiting local places - Library, Supermarket, woodland.</p> <p>Big Idea: Maps, Data and Information Drawing simple maps E.g. of walk to post box or school grounds</p> <p>Talking about places in our school – going for a walk, locating places</p> <p>Observe and identify features in Midsomer Norton & the natural world.</p> <p>Big Idea: Human and Physical Features</p> <p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Big Idea: foundation learning for future learning on Big Idea: Climate Identify seasonal patterns – focusing on plants and animals (Forest School).</p> <p>Big Idea: Interdependence Introduce the impact humans can have on the natural environment E.g. human impact on countries in Africa - impact on poaching, impact of tourism</p> <p>Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world</p>	<p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'shop' and 'Church', to help children make distinctions in their observations.</p> <p>Use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.</p> <p>Introduce weather differences in different places.</p> <p>Climate, temperature, rainfall, different, same, compare, changes. places, countries, changes, human, similarities, differences, impact.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: 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.</p> <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,</p>
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	(Diversity - North Africans, Bantu peoples, San/Masai).		including the seasons and changing states of matter
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