



Seamer and Irton CP School

Geography 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 The Natural World Educational Programme (Statutory)

<p>Development Matters</p>	<p>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.</p>	
	<p>Understanding the World (pg. 110-111)</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. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live.
<p>Early years foundation stage statutory framework</p>	<p>Understanding the World: ELG: The Natural World (pg 15)</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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 and changing states of matter.

EYFS Geography Skills and Knowledge

Locational knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
<p>Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</p> <p>To know that usually water is represented in blue on a map or globe.</p> <p>To know the name of their school and the place where they live.</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p>	<p>Discussing how environments in stories and images are different to the environment they live in.</p> <p>To know that places within this country can differ from each other.</p> <p>To know that there are differences between places in this country and places in other countries</p>	<p>Observing weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them.</p> <p>Beginning to use the names of the seasons in the correct context.</p> <p>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</p> <p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</p> <p>To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions.</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)</p>	<p>Ask questions about the world around them. Commenting on the features they see in their school and school grounds.</p> <p>Answering simple questions, guided by the teacher.</p> <p>Drawing/creating some of the features they notice in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p> <p>To know that a map is a picture of a place.</p> <p>To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>

	Geographical 'Now Knowledge': Key Questions	Vocabulary	Geographical Skills and Fieldwork	Enrichment and Engagement activities
Autumn 1 Super Me! Locational	<ol style="list-style-type: none"> 1. What are the different parts of our school? 2. Where are the different parts of our school? 	School Classroom Playground Hall Office Building Car park Field Countryside Pond See Village Aerial Above Photograph	<ul style="list-style-type: none"> • Using evidence such as photographs and images 	Investigating school in small groups – visiting different areas
Autumn 2 Brown leaves, dark nights, bright lights and shining stars Locational/Fieldwork Human & Physical	<ol style="list-style-type: none"> 1. What is a map? 2. Why do we use a map? 3. How can a map help us? 4. Where are important places in our locality? 5. Where do I live? 6. What is the weather like today/this week? 7. Which season are we in now? 	Map Direction Follow Left Right Journey Weather Wet Sunny Snow Windy Rain Cold Hot Season/s Spring	<ul style="list-style-type: none"> • Map work 	Local walk to the church

		Summer Autumn Winter Sun/ny Storm Freezing Dry Leaf Park		
Spring 1 Can polar bears and penguins be friends? Locational/Place/Human & Physical/Field Work	<ol style="list-style-type: none"> 1. What is a continent? 2. Where is Antarctica/Arctic on a globe? 3. Where is Britain on a globe? 4. What are the similarities and differences for people living in Britain and the Arctic/Antarctica? 	Recycling Environment Continent Antarctica Arctic Similar Different Polar Frosty	<ul style="list-style-type: none"> • Interpreting information 	Sealife Centre Visit SJT drama workshop
Spring 2 When dinosaurs ruled the world Locational/Place	<ol style="list-style-type: none"> 1. What was the earth like when dinosaurs were alive? 	Earth Land Habitat Features	<ul style="list-style-type: none"> • Locational knowledge 	Rotunda museum workshop
Summer 1 Growing Up Locational/Human & Physical	<ol style="list-style-type: none"> 1. Where do the animals live on the farm? 2. What can you see in the landscape around the farm? 3. Are all farms in the countryside? 	Farm Direction Notice Look Journey	<ul style="list-style-type: none"> • Locational knowledge 	Farm visit

<p>Summer 2 Seaside Stories</p> <p>Locational/Place/Human & Physical/Field Work</p>	<p>1.What is the seaside like today? 2.How can we get to the seaside and what would we pass? 3.What can we see on a map?</p>	<p>Seaside Coast Beach Map Direction Journey Sea Sand Cliff Soft River Land</p>	<ul style="list-style-type: none"> • Comparison/contrast of two geographical areas. 	<p>Seaside crafts and family picnic</p>
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