

Geography in the Early Years

What does a Geographer look like in the EYFS?



I want to become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.

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Characteristics of Effective Learning: **Playing and exploring** – children investigate and experience things and have a go; **Active learning** – children concentrate and keep trying if they encounter difficulties and enjoy achievements; **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 area of learning **PSE, CL** and **PD** underpin and are an integral part of all areas of learning.

Understanding the World Educational Programme: 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.

Intent: Through the Geography curriculum at Tenbury we equip children with the skills and language of geographical enquiry. We believe our children deserve first-hand experiences to make geography come alive. During their journey at Tenbury, the children will learn about their locality, the United Kingdom and the wider world. Our children leave Reception with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences. The children will have a greater sense of themselves and the changing environment. Through their learning the children will experience using a range of equipment and sources (including maps) to enable them to find out and gather information which they then use to further their understanding and learning. They will have opportunities to explore, observe and find out about places, cultures and environment, and will partake in visits to local areas and school trips that will enhance their learning.

Themes						
Learning Overview	We will learn about where we live, and we will try to remember our street name and house number. Using a map, we will be able to find the UK and know that England, where we live, is a part of the UK and Tenbury as the school we go to. We will describe our environment and draw a simple map, as well as a weather map. We will learn about religious cultures within our school and community. We will celebrate Harvest, Diwali and Christmas, and understand why some people do this every year. We will be able to recall the Christmas story and perform this during our Christmas Nativity show.		We will compare living in the countryside to the town. We will learn about religious cultures within our school and community. We look at local farmers and discuss how important they are for our society and community. We will celebrate Chinese New Year and Easter and understand why some people do this every year. We will be able to recall the Easter story and visit Tenbury Church. We will be able to locate our country on a world map and locate other countries. We will talk about some similarities and differences between our country and others. We will explore where dinosaurs lived when they were alive e.g. land, skies and sea.		We will learn about religious cultures within our school and community. We will visit Tenbury Church for our Leavers Service and understand why this is a tradition we do every year. We will look at recycled materials and discuss which ones are man-made and which materials are natural. We will create a map showing the story of ‘The Bear Hunt’. We will compare living in Tenbury to living by the sea.	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Evidence in Floor Book We revisit knowledge and skills throughout the year	To be able to draw information from a simple map for their local area and understand a map gives you directions. To identify buildings and roads from aerial maps. To know Tenbury as the town the school is	To be able to talk about members of their immediate family and community. To know, name and describe people who are familiar to them. To know and understand that some places are special to members of	To talk about different religions and celebrations To talk about life in China compared to the UK. To draw a simple story map using traditional tales. To create a journey of an imaginary setting and use some features. To build an imaginary setting	To recognise some environments that are different from the one in which they live – town/country. To build an imaginary setting using construction. To understand that dinosaurs lived in skies, land and sea.	To know that some things in the world are man-made, and some things are natural. To draw a simple map using the story ‘The Bear Hunt’.	To recognise some environments that are different from the one in which they live. Seaside – town/country

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	located in.	their community. To comment on experiences of a wide range of experiences and celebrations. To draw a weather map.	with a bridge and stream using construction. To be able to recognise some similarities and differences between life in this country and life in other countries – home focus.			
Geography Sticky Knowledge Knowledge children need to know by the end of every half-term.	I know I live in England/UK I know about the features of my own immediate environment I know the name of the town the school is located in. I know how to use and draw information from a simple map	I know some of the people who work in my community and what they do. I know how to use and draw information from a simple map	I know some of the festivals that are celebrated around the world. I know some similarities and differences between life in this country and life in another country. I know that different foods are grown around the world. I know how to draw a simple map.	I know about similarities and differences between places e.g. countryside and town. I know the name of some animals in the UK.	I know that some things in the world are man-made, and some things are natural. I know how to use and draw information from a simple map	I know about similarities and differences between places e.g. countryside/town and seaside.
Key vocabulary	map, aerial, birds-eye view, local, UK, England, Tenbury, town, street, house, building, road	community, place, celebration, church, India sun, rain, snow, ice, thunder, weather	society, world, China, UK map, globe, Kenya, (Africa), imaginary, feature, country, hot, cold, warm,	countryside, town, buildings, farming, environment sky, land, sea,	manmade, natural, map, journey, key features,	Town, seaside, sea, ocean, costal path, harbour, map
Our Curriculum Goals	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Tenbury is special, have an awareness of other people's cultures and beliefs.					
ELG (End of the year only)	<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. 					
During KS1, children will	During KS1, children will learn <i>Locational knowledge</i>					

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learn	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> 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 Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and 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 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 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. <p><u>SEASONAL CHANGES</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
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EYFS geography knowledge and skills linking to year 1

Locational Knowledge	Geographical Skills and Fieldwork			Place Knowledge	Manmade and Natural Geography
<p>I know I live in England/UK</p> <p>I know about the features of my own immediate environment</p> <p>I know the name of the village and city the school is located in.</p>	Begin to use geographical skills, including first-hand observation, to enhance their locational awareness			<p>Identify similarities and differences between places, drawing on my 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>Model the vocabulary needed to name specific features of the natural world, both natural and manmade</p> <p>Understand the effect of changing seasons on the natural world around me</p>
	Collect, analyse and communicate a range of data gathered through experiences of fieldwork.	Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.	Communicate geographical information in a variety of ways e.g. maps and drawings.		
	<p>I know how to use and draw information from a simple map</p> <p>I can look at aerial views and comment on buildings, open space, roads and other simple features</p>				

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Our geography journey through the year

Overview	
Geography	
<p>-In <u>Geography</u>, we learn about the Earth and its people.</p> <p>-We look at the different natural things that are found on Earth, for example rivers and mountains.</p> <p>-We also look at how people live in different parts of the world.</p> <p>In EYFS, we learn about the world and the people around us, (our 'familiar world')</p> <p>Almost all of the early Geography learning can be found in '<u>Understanding the World</u>', one of the 7 learning areas.</p>	 



- A community is a group of people who live in a particular place or have something in common.
- E.g. all of the teachers, parents and children at your school make up your school community.
- Your town or village is your local community.
- A tradition is something that people in a group or community do, that has been passed down over time.
- E.g. eating certain foods, wearing certain clothes.



To know that Saint Mary's (Tenbury Church) is a special place to members of their community.
To know Tenbury is a special place

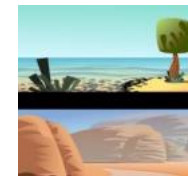


To talk about different religions and celebrations and understand China is bigger than the UK.
To comment on experiences of a wide range of experiences and celebrations

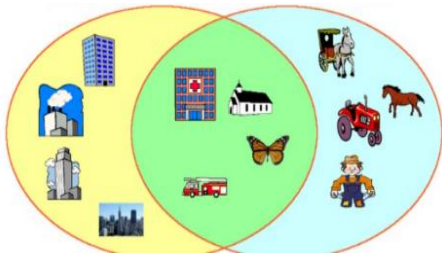
- Environments are our surroundings.
- Different people, plants and animals like to live in different environments.
- Some examples of natural environments are: garden, forest, beach, desert, rainforest, polar or mountain.



To understand dinosaurs lived in the skies, land and seas.



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To recognise some environments that are different from the one in which they live.

The countryside is surrounded by mostly fields and is open and town is surrounded by buildings and closed up. They may share churches, hospitals and other important building.



To draw information from a simple map for their local area and understand a map gives you directions

To identify buildings and roads from aerial maps.

To draw a map of an imaginary setting and understand some features.

To create their own maps and include some simple features.



Key Vocabulary

The World

Earth

People/ Humans

Animals

Plants

Nature

Man-made

Environment

Community

Tradition

- Talk about oceans and recreate oceans in small world play using under the water sea animals, shells, sand and rocks.
- Tasting and trying different foods from around the world.
- Exploring different geographical stories from around the world. E.g. Handa's Surprise.
- Creating different environments in small world play - mountains, rives, beaches, cliffs, woodlands.
- Festivals around the world. E.g. Chinese New Year.
- Talk about holidays we have been on and how they are different from where we live.
- Creating different kinds of map: story maps, treasure maps and plans that include symbols, labels and pictures.

Continuous Provision

Our 'CHILD LED' Geography journey through the year

Through our continuous provision, children have the opportunity to explore and use a variety of resources that enable children to develop their geographical skills. Our provision includes: pictures/artefacts of places of special interests, pictures of our family homes, pictures of community clubs, pictures of our local church activities, leaflets of our local area, treasure maps, books, atlases, postcards from different places, small world mini environments including a small world park, role play of our home and cultural celebrations and a world map.

Communication, and Language (Prime Area)		
0/3	3/4	R
	Use a wider range of vocabulary.	Learn new vocabulary.
Generally focus on an activity of their own choice.	Understand 'why' questions, like: "Why do cows need grass"?	Articulate their thoughts and ideas in well formed sentences.
Recognise and point to objects if asked about them.	Use talk to organise themselves and their play: "I'm going to the shops". "I'm going to the seaside".	Use new vocabulary in different contexts.
		Listen to and talk about selected non-fiction to develop a deep familiarity and new knowledge and vocabulary.

Physical Development (Prime Area)		
0/3	3/4	R
Build independently with a range of appropriate resources.	Choose the right resources to carry out their own plan.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pens, pencils, chalk
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (building a home)	Confidently and safely use a range of large and small apparatus, indoors and outdoors, alone and in a group. (building a home/maps)
	Use one-handed tools and equipment, for example. Pens, chalk. (creating a map)	

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	Match their developing physical skills to tasks and activities.	
	Choose the right resources to carry out their own plan.	

Personal, Social, Emotional Development (Prime Area)		
0/3	3/4	R
Notice and ask questions about differences.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Show resilience and perseverance in the face of challenge.
	Develop their sense of responsibility and membership of a community.	

Mathematics (Specific Area)		
0/3	3/4	R
Build with a range of resources.	Understand position through words alone.	Select, rotate and manipulate shapes
Compare sizes, weights etc using gesture and language.	Make comparison between objects relating to size, length, weight and capacity.	Compare length and capacity
	Select shapes appropriately.	
	Solve world mathematical problems	
	Describe a familiar route	
	Discuss routes and location, using words like 'in front of' and 'behind'.	

Knowledge of The World (Specific Area)		
0/3	3/4	R
Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials.	Explore the natural world around them.
Explore natural material, indoors and out.	Explore collections of materials with similar and/or different properties.	Describe what they see, hear and feel whilst outside
Make connections between features of their family and other families.	Talk about what they see, using a wide vocabulary.	Draw information from a simple map.
Notice differences between people.	Show interest in different occupations	
	Continue developing positive attitudes about the differences between people.	Recognise some similarities and differences between life in this country and life in other countries.
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some environments that are different to the one in which they live.

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Literacy (Specific Area)		
0/3	3/4	R
Add some marks to their drawings, which they give meaning to. (my house)	Use some of their print and letter knowledge in their early writing. For example, labelling a map.	Spell words by identifying the sounds and writing the sounds with letters.