

## How can children learn about Geography in Early Years?

The Early Years Foundation Stage Curriculum supports children to make sense of their physical world, people and their community through the planning and teaching of 'Understanding the World'. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. This will enable children to have more of an understanding of our culturally, socially, technologically and ecologically diverse world. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops and meeting important members of society, such as police officers, nurses and firefighters. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

## Links to Development Matters: Birth to Three

### Understanding the World

- Explore natural materials, inside and outdoors
- Explore and respond to different natural phenomena in their setting and on trips

### Personal, Social & Emotional Development

- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person

## Key Vocabulary

Texture, sound, taste, wet, dry, squashy, smooth, rough, cold, warm, splash, pebble, beach, soil, flowers, plant, seed, water, leaves, conkers, mini beast, paddle, sea, grass, mud

## End Points

- Explore natural materials
- Explore different natural phenomena in their setting or environment

### Links to Development Matters: Three and Four Year Olds

<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>

### Key Vocabulary

<b>Locational Knowledge</b>	<b>Human &amp; Physical Features</b>	<b>Place Knowledge</b>
Abroad, UK, Wales, Spain, America	Smell, taste, sound, texture, bark, rough, leaves, crunchy, smooth, seeds, small, hard, shells, pebbles, beach, sea, sand	Dingle, Liverpool, Manchester, London, England, UK

### End Points

<b>Locational Knowledge</b>	<b>Human &amp; Physical Features</b>	<b>Place Knowledge</b>
<ul style="list-style-type: none"> <li>• Understand that there are other countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and talk about natural materials</li> <li>• Can name three types of weather</li> </ul>	<ul style="list-style-type: none"> <li>• Know where they live</li> </ul>

### Links to Development Matters: Reception

<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different from the one in which they live.</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Learn new vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check what has been said to them</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Describe events in some detail</li> </ul>

- Use talk to work out problems and organise thinking and activities.
- Use new vocabulary in different contexts

## Early Learning Goals

<b>Understanding the World</b>	<b>People, Cultures and Communities:</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
<b>Understanding the World</b>	<b>The Natural World:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## Key Vocabulary

<b>Locational Knowledge</b>	<b>Human &amp; Physical Features</b>	<b>Geographical Skills &amp; Fieldwork</b>	<b>Place Knowledge</b>
Tourist, visit, travel, abroad, UK, Spain, USA	Spring, Summer, Autumn, Winter, sun, snow, win, rain, cloudy, frosty, foggy, cold, colder, warm, warmer, light, lighter, dark, darker, long, short, bulbs, blossoming, leaves, bare, colourful	Landmark, dentist, doctors, supermarket, post office, school, bank, fire station, river, pond, mountain	Dingle, Liverpool, England, UK, landmark, dentist, doctors, supermarket, post, office school, bank, fire station, river, pond, mountain

## End Points

<b>Locational Knowledge</b>	<b>Human &amp; Physical Features</b>	<b>Geographical Skills &amp; Fieldwork</b>	<b>Place Knowledge</b>
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<ul style="list-style-type: none"> <li>● Identify three other countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask questions about the natural environment.</li> <li>• Understand and can name at least three of the four seasons</li> <li>• Identify three seasonal features when discussing weather and the effect of changing seasons.</li> <li>• To know that some things in the world are man-made and some things are natural and that some materials can be recycled.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify at least three places/buildings on a simple map with picture representations.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where they live and can name five landmarks in the area they live.</li> <li>• Identify a city, a countryside village and a seaside town.</li> </ul>
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### Links to National Curriculum: Year 1

<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>● Name and locate the world's seven continents and five oceans.</li> <li>● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	
<b>Human and Physical Knowledge</b>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	
<b>Geographical Skills &amp; Fieldwork</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>	
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	

