# What a geographer looks like in the EYFS

**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 PSED, 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 Much Birch 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 Much Birch, 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** | **A1 – Let's Discover… (Myself/ Autumn)**<br>**A2 – Stories and Celebrations** | | **Sp1 – Transport**<br>**Sp2 – Excellent Eggs** | | **S1 – Changes**<br>**S2 In a land far away…** | |
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| **Learning Overview** | We will learn about and talk about where we live. 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 Much Birch as the school we go to. We will describe our environment and in forest school name natural and man-made features. 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 make simple maps. 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 explore where dinosaurs lived when they were alive e.g. land, skies and sea. 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 discuss why Christians put a cross in an Easter garden. | | We will be able to locate our country on a world map and locate another country. We will talk about some similarities and differences between our country and others, including weather. We will explore hot and cold countries and name natural features. We will be able to say hello in another language. We will learn about religious cultures within our school and community. | |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Geography**<br><br>Evidence on Tapestry and in learning journals.<br><br>We revisit knowledge and skills throughout the year | To be able to draw information from a simple map for their local area.<br>To be able to name some natural and man-made features in their discussions and in forest school.<br>To know Much Birch as the village the school is located in. | To be able to talk about members of their immediate family and community.<br>To know, name and describe people who are familiar to them.<br>To know and understand that some places are special to members of their community.<br>To comment on experiences of a wide range of experiences and celebrations | To be able to talk about the lives of people around them and their roles in society.<br>To create a simple map and use symbols for natural and man-made features.<br>To understand that maps are used for directions.<br>To talk about different religions and celebrations.<br>To talk about life in China compared to the UK. | To recognise some environments that are different from the one in which they live.<br>To build an imaginary setting using construction.<br>To understand that dinosaurs lived in skies, land and sea. | To discuss different types of weather.<br>To recognise differences in seasonal weather patterns. | To be able to recognise some similarities and differences between life in this country and life in other countries – home focus.<br>To create a journey of an imaginary setting and use some features.<br>To make a journey stick and then create own map with key features. |

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| **Geography Sticky Knowledge**<br><br>Knowledge children need to know by the end of every half-term. | I know I live in England/UK<br>I know about the features of my own immediate environment<br>I know the name of the village the school is located in.<br>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 some of the festivals that are celebrated around the world. | I know about similarities and differences between places e.g. countryside and town<br>I know that different foods are grown around the world.<br>I know the name of some animals in the UK. | I know about seasonal and daily weather patterns of the UK. | I know why some things in the world are man-made, and some things are natural.<br>I know some similarities and differences between life in this country and life in another country. |
| **Key vocabulary** | map, aerial, birds-eye view, local, UK, England, Much Birch, village, Hereford, town, street, house, building, road | community, place, celebration, church, India | society, world, China, UK | countryside, town, buildings, farming, environment, sky, land, sea | Seasons, weather, daily, location | manmade, natural map, globe, imaginary, feature, country, hot, cold, warm, hot, sun, snow, ice, weather |
| **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.<br>To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Much Birch is special and inclusive, and have an awareness of other people's cultures and beliefs. | | | | | |
| **ELG**<br><br>**(End of the year only)** | • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• 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.<br>• 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 learn** | **During KS1, children will learn**<br>*Locational knowledge*<br>• Name and locate the world's seven continents and five oceans<br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>*Place knowledge*<br>• 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<br>*Human and physical geography*<br>• 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<br>• Use basic geographical vocabulary to refer to:<br>• Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>• Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop<br>*Geographical skills and fieldwork* | | | | | |

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| | • 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<br>• 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<br>• 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<br>• 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.<br><u>SEASONAL CHANGES</u><br>• Observe changes across the four seasons.<br>• Observe and describe weather associated with the seasons and how day length varies. |

<table>
<tr><th colspan="5">EYFS geography knowledge and skills linking to year 1</th></tr>
<tr><td rowspan="3">Locational Knowledge<br><br>I know I live in England/UK<br>I know about the features of my own immediate environment<br>I know the name of the village and city the school is located in.</td><td colspan="3">Geographical Skills and Fieldwork<br>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</td><td rowspan="3">Place Knowledge<br>Identify similarities and differences between places, drawing on my experiences and what has been read in class<br><br>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.</td><td rowspan="3">Manmade and Natural Geography<br><br>Model the vocabulary needed to name specific features of the natural world, both natural and manmade<br><br>Understand the effect of changing seasons on the natural world around me</td></tr>
<tr><td>Collect, analyse and communicate a range of data gathered through experiences of fieldwork.</td><td>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.</td><td>Communicate geographical information in a variety of ways e.g. maps and drawings.</td></tr>
<tr><td colspan="3">I know how to use and draw information from a simple map<br>I can look at aerial views and comment on buildings, open space, roads and other simple features</td></tr>
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# What a geographer looks like in the EYFS

Our geography journey through the year

## Overview

### Geography

-In Geography, we learn about the Earth and its people.

-We look at the different natural things that are found on Earth, for example rivers and mountains.



-We also look at how people live in different parts of the world.

In EYFS, we learn about the world and the people around us, (our 'familiar world')



Almost all of the early Geography learning can be found in 'Understanding the World', one of the 7 learning areas.



-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.

-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.



**Key Vocabulary**

The World

Earth

People/ Humans

Animals

Plants

Nature

Man-made

Environment

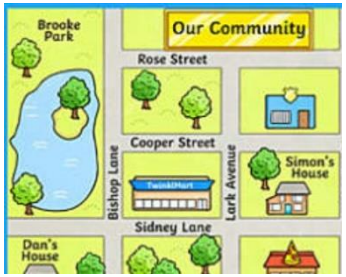
Community

Tradition




celebrations and understand China is bigger than the UK.




To talk about the lives of people around them and their roles in society.





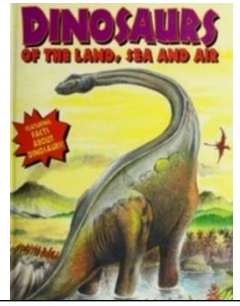


To recognise similarities and differences to UK and a contrasting country.

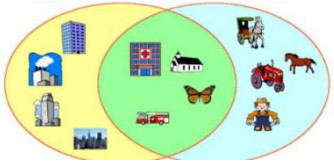


To know that Much Birch Church is a special place to members of their community.
To know Much Birch is a village the school is located in.

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.




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



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.

# What a geographer looks like in the EYFS

Creating different environments in small world play – mountains, rivers, beaches, cliffs, woodlands.

Exploring different geographical stories from around the world.
E.g Handa's surprise

Tasting and trying different foods from around the world.

Creating different kinds of maps: treasure maps, story maps and plans that include symbols, labels and pictures.

Festivals around the world e.g. Chinese New Year.

Talk about our holidays we have been on and how they are different from where we live.

Talk about oceans and recreate oceans in small world play using under the water sea animals, shells, sand and rocks.

Parents share information about any multicultural families. Children with grandparents in other countries, friends and other relatives. Map these around the world.