

## People, Culture and Communities/ The Natural World/ Geography – EYFS – KS1

		People, Culture and Communities	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Geography KS1
Specific Area of Learning Understanding the World	3- & 4-year-olds	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...) Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families place of birth. Learning they live in Bradford and England. Learning about Neil Armstrong – Locating land and sea on maps, where did he take off from? Naming features of the world around us (farms, beach, woodland etc) Find out where certain food grows in different countries Summer 2 topic – Families around the World - Handa's Noisy Night – Comparing Africa with the UK. Knowing where different animals come from.	Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth	<b>Locational knowledge</b> 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. <b>Place knowledge</b> 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. <b>Human and physical geography</b> 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. <b>Use basic geographical vocabulary to refer to:</b> <b>Key physical features</b> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <b>Key human features</b> , including: city, town, village, factory, farm, house, office, port, harbour and shop.  <b>Geographical skills and fieldwork –</b> Use of maps, atlases, and globes. Use directional language to describe locations.
	Children in Reception	Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.			
	ELG 14	<b>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</b>  <b>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</b>			
	<b>The Natural World</b>				
	3- & 4-year-olds	Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.			
	Children in Reception	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.			
	ELG 15	Exploring 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 to them in class.			

## EYFS People, Culture and Communities/The Natural World/ Geography – Knowledge and Skills breakdown

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning</b>	<b>The Place I Live</b>		<b>Exploring the World (Physical Geography)</b>		<b>Families around the World (Human Geography)</b>	
<b>Nursery</b>	I know there are different countries in the world. I know that I live in England. I know that I live in Bradford. I know that people do different jobs.		I can name features of the world including cave, beach, farm  Visit to Stump Cross Caverns		I can talk about other places where families live around the world.	
<b>Vocabulary</b>	Bradford, home, England, travel, country, countries, Job (titles as appropriate)		Country, countries, world, travel, farm, cave, beach		Same, different, country, countries, world, travel	
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning</b>	<b>The Place I Live</b>		<b>Exploring the World (Physical Geography)</b>		<b>Families around the World (Human Geography)</b>	
<b>Reception</b>	I can talk about what I notice in my local area, recognising roads, open space, buildings and other simple features.  I can begin to draw simple maps of my immediate environment.		I can notice and talk about similarities and differences between my own and another environment.  (Space – The Moon) (Food from other countries)  I can begin to draw simple maps of a contrasting environment to my own.  (Map of The Gingerbread Man)		I can notice and talk about similarities and differences between my own and other families around the world.  (video of a day in the life of a little girl in Africa) – compare similarities and differences with Wrose)	
<b>Vocabulary</b>	Bradford, home, route, map, England, city, travel, street, house, flat, shop, church, chapel, mosque, local, geographer		Country, countries, world, map, globe, sea, land, travel, transport, similarities, differences, geographer		Country, countries, world, village, city, hut, house, similarities, differences, travel, geographer	