

## EYFS Understanding of the World: The Nature World (Geography)

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)

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.

### Development Matters

- 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.

### ELG: The Natural World (Statutory)

Children at the expected level of development will:

- 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

| Geographical Enquiry  | Geographical skills and fieldwork  | Location and place knowledge   | Human and physical  | Sustainability   |
|---|--|--|---|--|
| <ul style="list-style-type: none"> <li>• During dedicated talk time, listen to what children say about places they have visited.</li> <li>• Share information about places you have visited, giving children time to ask questions or make comments.</li> <li>• Using examples from real life and from books, show children that there are different places in the environment.</li> <li>• Frequently share texts, images, and tell oral stories that help children develop an understanding of different features in the local environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. library, local church, nature reserve, high street</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about and describe people and places in the local area.</li> <li>• Talk about similarities and differences between places, e.g. the school playground and the park.</li> <li>• Talk about different ways to travel, e.g. on foot, by car, train, bus etc</li> <li>• Make a display with the children, showing all the people who make up the community of the setting.</li> <li>• Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</li> <li>• Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</li> <li>• Talk about the things we like and don't like about the local environment.</li> </ul> |

## EYFS Understanding of the World: The Natural World Overview

|   | Geographical 'Now Knowledge': Key Questions   | Vocabulary   | Geographical Skills and Fieldwork  | Enrichment and Engagement activities  |
|---|---|--|--|---|
| <b>Autumn 1</b><br>Our School             | <ol style="list-style-type: none"> <li>1. What are the different parts of our school?</li> <li>2. Where are the different parts of our school?</li> </ol>   | School<br>Classroom<br>Playground<br>Hall<br>Office    | <ul style="list-style-type: none"> <li>• Using evidence such as photographs and images</li> </ul>  |   |
| <b>Autumn 2</b><br>Our Locality           | <ol style="list-style-type: none"> <li>1. What is a map?</li> <li>2. Why do we use a map?</li> <li>3. How can a map help us?</li> <li>4. Where are important places in our locality?</li> <li>5. Where do I live?</li> </ol>                            | Map<br>Direction<br>Follow<br>Left<br>Right<br>Journey | <ul style="list-style-type: none"> <li>• Map work</li> </ul>                                       | <p>Local walk to post letter</p> <p>Visit to the library</p> <p>Visit to the church</p> |
| <b>Spring 2</b><br>Recycling              | <ol style="list-style-type: none"> <li>1. Why is it important to recycle?</li> <li>2. What can rubbish do to different animals?</li> </ol>  | Recycling<br>Environment                               | <ul style="list-style-type: none"> <li>• Interpreting information</li> </ul>                       |   |
| <b>Summer 2</b><br>Locality<br>Comparison | <ol style="list-style-type: none"> <li>1. What is a continent?</li> <li>2. Where is Europe on a globe?</li> <li>3. Where is Africa on a globe?</li> <li>4. What are the similarities and differences for people living in Europe and Africa?</li> </ol> | Continent<br>Africa<br>Europe<br>Similar<br>Different  | <ul style="list-style-type: none"> <li>• Comparison/contrast of two geographical areas.</li> </ul> | African wow day   |