



Understanding The World.

Educational Programme.

Understanding the World

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.

Past and Present

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG'S

People, Culture and Communities

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.

The Natural World

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.



Geography in the EYFS.

LOCATIONAL KNOWLEDGE

Talk about the features of their own immediate environment

I can –

- describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- name the town our school is located in and the village/town I live in

I know –

- about the features of the world and Earth.

“Geography is a subject which holds the key to our future”

Michael Palin



Geography in the EYFS.

GEOGRAPHICAL SKILLS AND FIELDWORK

Begin to use geographical skills, including first hand observation, to enhance their locational awareness.

Use and draw information from a simple map.

Use everyday language to talk about position and distance

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.

I know –

- how to make simple maps of imaginary communities using a variety of construction resources.
- that simple symbols are used to identify features on a map.

GEOGRAPHICAL ENQUIRY

Explain why things occur in their immediate environment.

Talk about changes in their immediate environment

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

can express opinions and natural and built environments

I can –

- draw information from a simple map.
- draw a simple map of my walk to school

I have –

explored Google Earth and have looked for familiar landmarks



Geography in the EYFS.

PLACE KNOWLEGDE

Identify similarities and differences between places, drawing on my 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.

I can –

- talk about how familiar environments might vary from one another
- recognise some similarities and differences between life in this country and life in other countries.

GEOGRAPHICAL TERMS

Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.

EXAMPLE VOCABULARY -

Town, village, city, world, globe, earth, map, county, house, farm

Vocabulary linked to weather: hot, sunny, wet, cloudy etc

Man made, natural.

MAN MADE AND NATURAL GEOGRAPHY

Model the vocabulary needed to name specific features of the natural world, both natural and manmade

Understand the effect of changing seasons on the natural world around me

I know –

- About the signs of Autumn/Winter/Spring/Summer and the associated weather. Identifying the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.
- that some things in the world and man made, and some are natural.



Geography in the EYFS.

What does an EYFS Geographer need to understand?

That positional language and directions can tell us where to go



That where they live is unique to them (and their family)



That there are key words/vocabulary associated with human and physical geography



That the world is made up of different countries



What does an EYFS Geographer need to know?

That directions can be followed and lead to different places

That directions can be verbal, pictorial or written

That every house has its own address

Know simple vocabulary to label visible features of the area around them.

The four countries of the United Kingdom

The country that they live in

That not all countries in the world are the same



How can they show they are Geographers?

Follow simple directions (Up, down, left/right, forwards/backwards)

Follow directions with a small toy

Direct a friend from point A to B using positional language

Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.

Talk about the area they are in, describing what they can see.

Talk about the different countries of the UK

Be able to comment on the country they live in

Able to compare and say what is the same/different about the physical or human geography of a county



Geography in the EYFS.

What does an EYFS Geographer need to understand?

We need to change what we do/wear in response to the climate

Use a range of sources, such as simple maps, photographs and magnifiers.



What does an EYFS Geographer need to understand?

That weather changes according to the seasons and where we are in the world

What a map looks like
That a map is about a place
That signs and symbols can tell us about a place
That the signs and symbols usually represent an object that does not move (although in story maps this is interpreted differently e.g the hay stack in Rosies walk ...)



How can they show they are Geographers?

Comment on how what we wear changes with where we are (in response to weather)

Choose the correct clothes for certain activities such as play in the woods. (link to Forest School)

Draw and create their own maps using real objects, and/or pictures and symbols.

Be able to talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps

Be able to find land and sea on a map.

Follow a simple map of a familiar place.