



Geography in the Early Years at Whitleigh Primary School

In planning and guiding what children learn, practitioners 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.

Statutory 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.

Statutory ELG (used as an assessment at the end of the Summer Term in Reception)

People, Culture and Communities

Children at the expected level of development will:

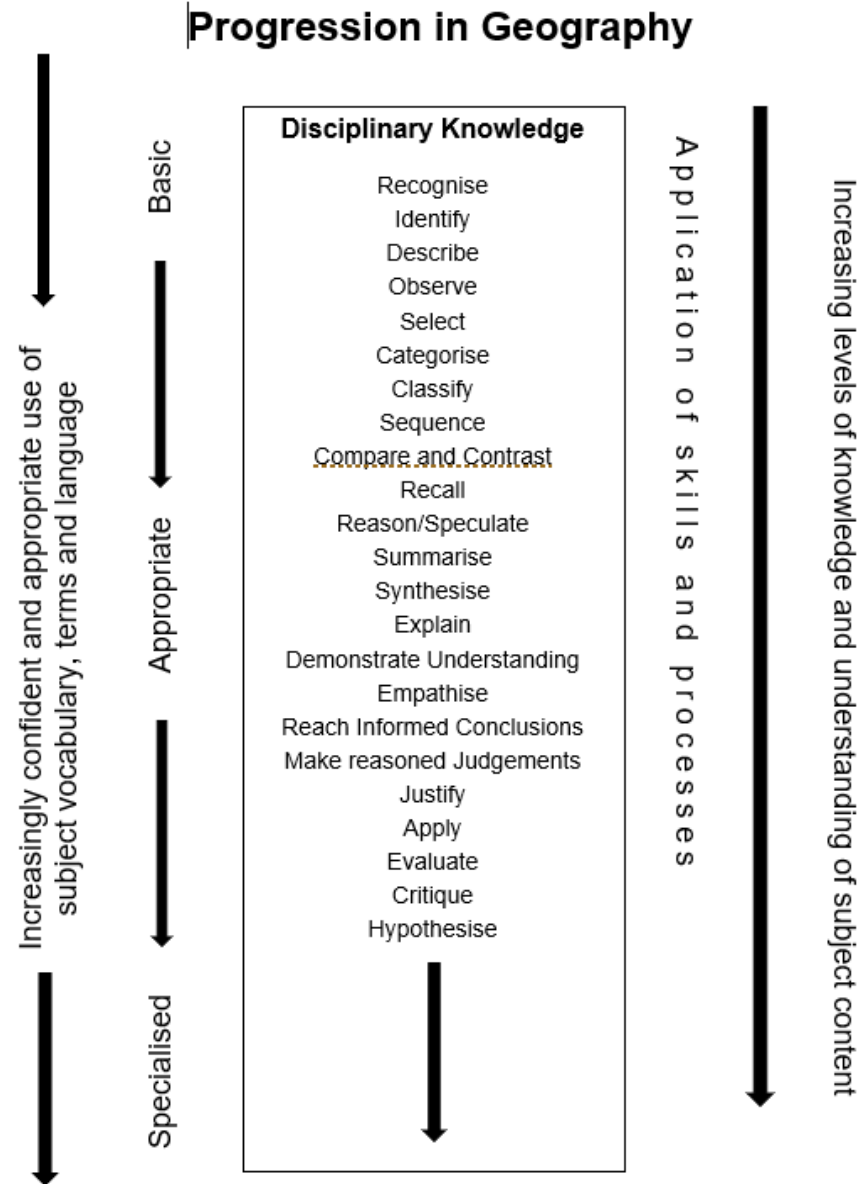
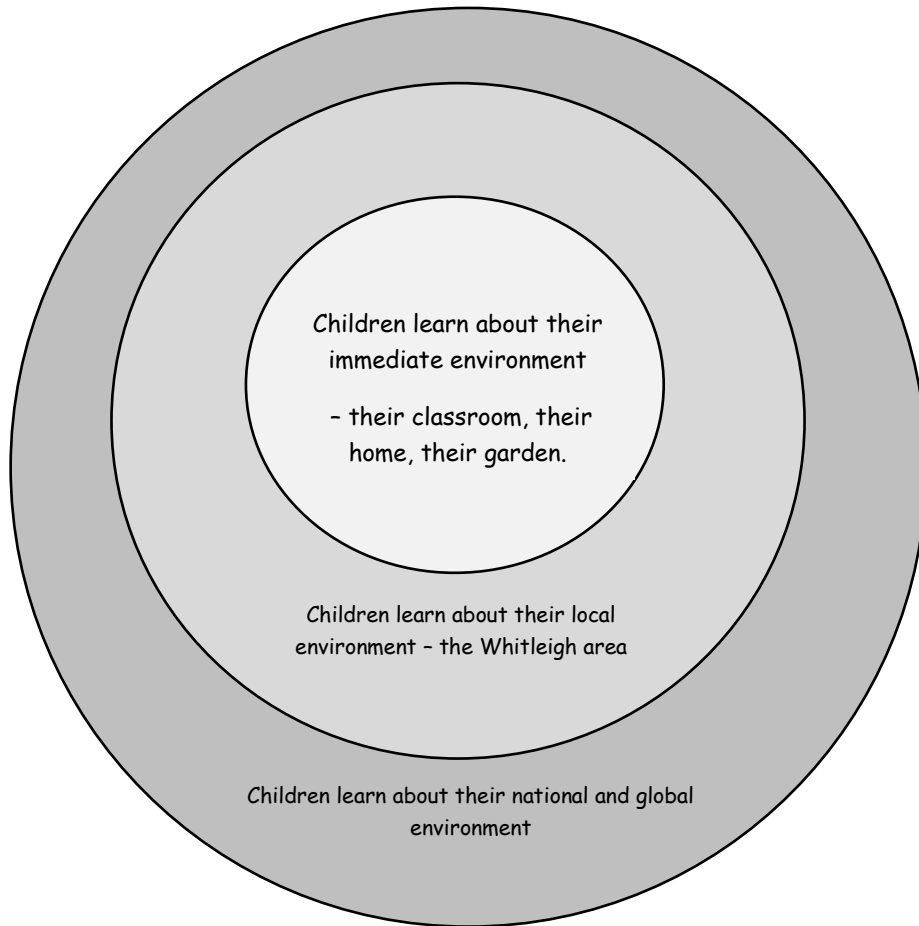
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain 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.

At Whitleigh Primary School we have an expectation that Geography will be embedded within the youngest of our children. We believe that Geography in the Early Years is not easier than other areas of the school. Children are being challenged proportionate to their age and stage of their learning journey. What underpins Geography in the Early Years is a strong emphasis on the 'big ideas' (concepts). We strongly believe that early familiarity with these concepts will help in the future.

"In the Early Years, we teach the concepts, skills and language of working geographically and some knowledge"

These concepts include - Environment, Location, Distribution, Diversity, Interaction, Scale, Change, Processes, Interdependence and Sustainability

Geography enables children to understand the interaction of people and the physical and human environments in which they live - locally, regionally, nationally and globally - and to recognise how sustainability in the future can be achieved. At Whitleigh Primary School, we see the progression of Geography in the Early Years as a ripple effect, starting with the youngest of our children.



EYFS Geography Skills				
	Locational Knowledge	Geographical Skills and Fieldwork Begin to use geographical skills, including first-hand observation, to enhance their locational awareness	Place Knowledge	Manmade and Natural Geography
2 Year old Nursery	Recognise my own immediate environment - my home, my nursery.	Recognise some geographical information through floor maps and photographs. Recognise some geographical information through matching.	Recognise and identify similarities and differences between our own homes.	Recognise some features in their immediate environment.
Pre-School	Identify and describe my local environment using knowledge from observation & discussion Identify the area in which the school is located	Identify and describe a range of data gathered through experiences of fieldwork. Identify and describe a range of sources of geographical information including simple floor maps and photographs. Identify and describe Geographical information through drawings (fish live in the sea, Lions live in jungles, Birds fly in the air)	Identify and describe similarities and differences between places in my local environment.	Identify and describe the effect of the changing seasons on the natural world around me.
Reception	Describe my immediate, wider and global environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recall the area, city and country the school is located in.	Select, compare and contrast a range of data gathered through experiences of fieldwork. Describe and communicate geographical information in a variety of ways e.g. maps and drawings. Categorise/Classify and interpret a range of geographical information, including maps, diagrams, globes, photographs and geographical information systems such as Google Earth	Compare and contrast different places by recalling my experiences and what has been read in class. Describe some similarities and differences between life in this country and life in other countries, recalling knowledge from stories, non-fiction texts and - when appropriate - maps	Recall the vocabulary needed to name specific features of the natural world, both natural and man made. Compare and contrast the effect of changing seasons on the natural world around me.

		<p>Observe, describe and draw information from a range of maps and sources.</p> <p>Observe aerial views sources and describe the building, open space, roads and other simple features.</p>		
Links to KS1 Curriculum	<p>Name and locate some places in their locality, the UK and wider world.</p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p>	<p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p> <p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Know that symbols mean something on maps.</p> <p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Observe and describe daily weather patterns.</p> <p>Describe some places and features using basic geographical vocabulary.</p>

EYFS Geography Knowledge

	Locational Knowledge	Geographical Skills and Fieldwork	Place Knowledge	Manmade and Natural Geography
2 Year Old Nursery	<p>I know how to explore my nursery and the resources.</p> <p>I know my home and nursery are different.</p> <p>I start to know features of my own environment.</p>	<p>I know how to use a floor map.</p>	<p>I can place cars on roads and trains on tracks.</p> <p>I know where vehicles belong - land, sea, air.</p>	<p>I know some differences in the seasons.</p>
Pre-School	<p>I know about the features of my local environment</p> <p>I know the name of the area in which my school is located</p>	<p>I know some features on a floor map.</p>	<p>I know about similarities and differences between places eg park, shops, woodland etc</p>	<p>I know about the signs of Spring/Summer/Autumn & Winter and the associated weather.</p>

Reception	<p>I know about the features of my own and local environment.</p> <p>I know the name of the area, city and country the school is located in.</p> <p>I know about the features of the world and Earth.</p>	<p>I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know that simple symbols are used to identify features on a map.</p>	<p>I know environments vary from one another.</p> <p>I know about similarities and differences between places e.g. countryside and town - drawing on my experiences and what has been read in class.</p>	<p>I know that some things in the world are man-made, and some things are natural.</p> <p>I know about the signs of seasons and the associated weather e.g. identify 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.</p>
Key Vocabulary (not limited to)				
Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural, environment, country, city,				

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

Look at aerials views linked to different learning e.g. coral

Building different structures in the construction area based on buildings from around the world

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

Exploring countries on our class globe

Directional language in obstacle courses/PE games - N/S/E/W and left/right

Festivals around the world e.g. Diwali

What does this look like in our provision?

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

Tasting and trying different foods from around the world

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

Observational skills when drawing things in their environment or when out on environmental walks to our local area/woods.

Exploring different geographical stories from around the world e.g. Handa's Surprise

Celebrations from around the world - looking at how other children from around the world celebrate Christmas

Daily weather conversations linked to our weather chart. Compare with other countries. Talk about appropriate clothing for different

Creating different environments in small world play - mountains, rivers, beaches, cliffs and woodlands