

A sense of belonging is recognised as being significant in children’s social and emotional development and in preparing them for more formal learning. Reception teachers should set curricular goals so that children build their place knowledge and begin to appreciate the connections between people and the physical environment. Ofsted Research Review (Geography), 2021, p 11

GEOGRAPHY- EYFS

Year Group	Term1		Term2		Term3	
EYFS Reception class	<p>Me and my family *About Me: Family Trees, including from stories: can be a sensitive topic!</p>	<p>Our school Where is my school? *Locally, Nationally & globally.</p>	<p>Our School Neighbourhood *What is around my school?</p>	<p>Our Community *Lives of people around pupils & roles in society.</p>	<p>Our Local celebrations *Know some similarities between different religious & cultural communities.</p>	<p>Our World *Natural world, including the weather, seasons, animals & plants. *How my world differs from life in another country: weather & seasons.</p>
	<p>Enquiry-Where in the World do I live? Tell what they know about where they live. Name the street they live on. What number house /dwelling do they live in?</p> <p>Map Skills Enquiry- Who lives the furthest away and who lives the closest? <i>(Text: Naughty bus by Jan Oake)</i></p> <p>Enquiry- what would Naughty Bus see at our school? <i>(Follow directions (Up, down, left/right, forwards/backwards) Use a simple picture map to move around the school; Recognise that it is about a place. Scale: Use relative vocabulary (e.g. bigger/smaller, like/dislike)</i></p>	<p>To know that school is a place where we learn and make friends To know that adults in school help us and keep us safe.</p> <p>Tell a partner the name of the school. Know where the different classrooms are- Locate: e.g. Year 6/Year 1/ the PE hall. Taking turns to lead others to these locations.</p>	<p>Say what the local area is called. Share ideas about the local area. Identify and describe landmarks in the local environment, e.g. house, farm, church.</p> <p>Use photos and pictures to locate significant places in the local environment.</p> <p>Talk about the things I like and don’t like about the local environment. Talk about what people do in the local environment. Use</p>	<p>Talk about and describe people and places in the local area. Talk about similarities. and differences between places, e.g. the school playground and the town park. To know what a community is, describing shops and other amenities in our community – children visit local amenities e.g. post office.</p> <p>Visit the local post office – collaboratively make a simple map of the journey.</p>	<p>Explain how children’s lives in other countries may be similar or different (including in the UK) in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping). <i>Story-Katie Morag/ Coming to England Picture Book Floella Benjamin</i> Contrast weather in the stories with weather patterns in Catterick, as recorded from Autumn 1.</p>	<p>Mapping: Draw simple maps of imaginary settings from stories they know well e.g. Three Billy Goats Gruff. Record, Welly Walks, describing features of spring, drawing simple maps of their route.</p> <p><i>Using a globe introduce and locate places, (continents), that have significant hot or cold areas and link to Poles/Equator</i> Discuss what they know about the Earth. Find out where it is always cold on Earth. Discuss the features of contrasting cold places. Plot animals and discuss habitats To explore what life is like in cold counties including where</p>

Building up pupils’ geographical knowledge step by step, Ofsted Research Review (Geography), 2021, p21

Teachers revisit content taught previously (from reception) in order to introduce new, more complex knowledge to deepen pupils’ understanding throughout KS1 and KS2 (p19).

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<p>Express their own views about people, places and environments (i.e. about litter in the school) Use geographical vocabulary (i.e. hill, road, street, journey, motorway, near, far, north, south)</p> <p>What is the weather like where I live? Observe the weather daily and record it on a chart – continue throughout the year. Take photographs of the weather – add to a blank calendar chart.</p>	<p>What our classroom looks like. Investigate - aerial photographs of the classroom/ school.</p> <p>Natural Art- take aerial photos.</p> <p>Describe 3 (or more) features of our classroom. Make a ‘Messy Map’ of our classroom using different materials</p> <p><u>Key Vocabulary:</u> Where, near, far, distance, furthest, nearest, local area, photograph, North, South, East, west, compass, plan, aerial view, locate.</p>	<p>narratives to support this.</p> <p>Recognise 3 familiar places in our local area.</p> <p><u>Mapping</u> What is a map? What different maps can we use? Challenge: <i>How do we use a map?</i></p> <p>Look at infant Atlases – Look at map of the world/ UK/transport map/ theme park or holiday park map</p> <p>How can we find our school on a map? Locate our school in our local area. If possible (locate) the school on a street map.</p> <p>Compare distances and understand where home and school are located.</p>	<p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc. Make a display with the children, showing all the people who make up the community of the setting, locate roles on a map.</p> <p>What jobs are in our community? What other jobs can you think of? Name the people who help us? Sort jobs- inside/ outside, night-time/daytime, jobs that care for people, office jobs etc.</p> <p>How can you help your community? Litter picking, Recycling, Help elderly people with their shopping, volunteer</p> <p>What rights and responsibilities do you</p>	<p>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.</p>	<p>children live, travel, education, clothing.</p> <p>Draw on classroom recording, images and texts to share with children about the changing seasons. Compare Here and There.</p> <p>Observe the natural world and how seasons change, talking about the weather and seasonal features.</p> <p>Learn that the world is made of land and seas and oceans</p> <p>Vocabulary Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop</p>
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			<p>What Can We Observe in Our School, in our school neighbourhood? Fieldwork walk of the school & local area, record what you can see, hear, smell and touch in 4 places! Challenge: Draw an aerial plan of the school as if you were a bird flying above our school looking down. Label the map carefully and colour it. Digimap- aerial view <u>Key Vocabulary:</u> Where, near, far, distance, local area, observe, neighbour, neighbourhood, photograph, street map, locate, compare</p>	<p>have in the school community? Visit different parts of the local community, including areas where some children may be very knowledgeable, (global map- e.g. where food originally came from) e.g. Indian restaurant, Ghurkha supermarket, local church, village hall, Kindergarten, cafés.</p>		
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Early Years teaching prepares for KS1 by drawing on pupils’ experiences to encourage our youngest pupils to think geographically. Age appropriate early teaching, which focuses on the familiar local area, allows our youngest pupils to encounter generative knowledge, which will support them in building their own identity and developing a secure sense of place locally. For example: Early Local fieldwork, creates a strong foundation for developing fieldwork and mapping across KS1 and KS2. Early locational knowledge highlights diversity within our community.