



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring geography in the Early Years Foundation Stage

How does the curriculum provide a foundation of geographical skills and knowledge in the EYFS?

Development Matters (linked to geography)	Early Learning Goals (linked to geography)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p>Three-and-Four Year Olds:</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • explore collections of materials with similar and/or different properties. • talk about what they see, using a wide vocabulary • show an interest in different occupations. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>People, Communities and Culture:</p> <ul style="list-style-type: none"> • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps. <p>The Natural World:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge</p> <ul style="list-style-type: none"> • 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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. • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>People, Communities and Culture:</p> <ul style="list-style-type: none"> • know that our school is in Kingsland and that Kingsland is a village. • Know some features of the village, including the Post Office, Church and Village Green • visit to Leominster Priory to compare it to Kingsland Church • Comparing Leominster town to Kingsland village • compare the weather in Pembridge to the weather in hot or cold countries through stories e.g. Lost and Found or Handa’s Surprise. • walks within our village to the church, play area or river. • create different maps: story maps, treasure maps or maps of our local area including symbols, labels and pictures. • use directional language in Maths, PE or while making an obstacle course. • look at the houses in our local area and discover whether they are old or new houses • share information about and experience festivals from around the world. • explore countries on our class globe. • talk about holidays we have been on, places we have visited or places some of our family may live in. <p>The Natural World:</p> <ul style="list-style-type: none"> • explore the school grounds

<p>Reception:</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • talk about members of their immediate family and community • draw information from a simple map. • understand that some places are special to members of their community. • recognise that people have different beliefs and celebrate special times in different ways. • recognise some similarities and differences between life in this country and life in other countries. • explore the natural world around them. • describe what they see, hear and feel whilst outside. • recognise some environments that are different to the one in which they live. • understand the effect of changing seasons on the natural world around them. 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • Draw objects in our environment or when on walks. • compare Kingsland to other environments in the UK – discuss cities such as London and the seaside • compare contrasting environments through stories or questions • compare and experience different seasons over the year. • make observations of the local trees and plants as the seasons change. • plant, cook and eat our own vegetables. • taste food from around the world. • minibeast hunts • paint in the outdoor environment. • create different environments in the small world area. • daily weather forecast • Meadow sessions • experience the weather through shadow making, a wind activity day, snow days.
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