

Geography within Understanding the World in EYFS at St Dennis Primary Academy



Scope and Approach – In the Foundation Stage geography knowledge and understanding is developed through the Natural World and the People, Culture and Communities area of learning within Understanding the World. Early Years follows the Statutory Framework and uses Development Matters as the spine throughout the curriculum. The main aim is to be able to 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. In addition, 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. In the EYFS, the importance of geographical skills and thinking like a geographer are at the heart of the curriculum, children engage in fieldwork, such as traffic surveys and weather maps.

Vocabulary – Following our recent developments in the school geography curriculum, we are mapping geographical vocabulary including Tier 2 and Tier 3 words, to ensure children are prepared for their geography learning in Key Stage 1.

Assessment – Assessment is formative and on-going and achievements on planning which is used by all adults. This is responded to through tailored group work, 1:1 support where needed through all provision. We use a Pupil Progress document to record children who are on track or of concern and what actions are in place to address this. Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

Opportunities and activities in Receptions

In Reception, children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (e.g. Learning about the locations of different animals and experiencing cuisine from other countries.)

They will be able to draw information from a simple map. Opportunities will include drawing children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. (e.g. Using globes and maps to name features of our planet, such as land, sea, rivers and mountains. Vocabulary explored through daily Talk through Stories)

Children will be familiarised with the name of the road, and or village/town/city the school is located in. (e.g. Exploring key features and landmarks of St Dennis, when on a village walk)

They will look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. (e.g. Using Google Earth, walking around the local area and identifying places of importance to them)

They will be offered opportunities to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. (e.g. route maps of how they get to school)

They learn about the weather and how it can affect us. (e.g. Naming and explaining the seasons, noticing the changes around us and the effect of different weathers on our immediate environment, where animals live)

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