

Geography in the EYFS 2022 onwards

	Development Matters	ELG	How this can be achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	Geography KS1
Understanding the World	<p>Reception:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	<p><u>ELG People and Places</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. <p><u>ELG The Natural World</u></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 	<p><u>Autumn Term:</u> <i>All about me:</i></p> <ul style="list-style-type: none"> • Look at where we live, describe features we see on the way to school. • Draw my route to school. • Explore the school, where are the different rooms in relation to one another. What happens in each room? • Explore the school grounds, look at features of our school environment. • Look at maps of St Osyth (paper, Digimap and Google Earth) explore and discuss the features found on local maps. • Discussing where we were born and where our extended family live using world maps/globes for support. <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> • Exploring school's grounds and observing seasonal changes in the Autumn. • Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations. • Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. • Explore harvest time in the UK and farming at harvest time. • Observe seasonal weather changes and longer nights in the autumn compared to the summer. • Observe and explain decomposition of pumpkins. • Begin to explore using a beebot (if available) to explore directions. <p><i>Festivals:</i></p> <ul style="list-style-type: none"> • Explore festival origins/celebrations across the world, using a world map/globe. <p><u>Spring Term:</u> <i>Seasonal Changes – Winter & Spring:</i></p> <ul style="list-style-type: none"> • Exploring schools' grounds and observing seasonal changes in the winter/spring. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • I know where I live, (St. Osyth/Essex/England) • I know some of the features of my immediate environment. • I know the name of my school and can say some of the things I pass on my way to school. • I know some of the people who work in my community and what they do. • I know the names of the four seasons. • I know the main features of the weather in each of the seasons. • I know that not all places in the world are the same. • I know some of the animals and plants that live and grow around me. • I know what harvest is. • I know some of the festivals that are celebrated around the world. • I know that different foods are grown around the world. • I know that London is the capital of England. • I know some animals from different parts of the world. 	<p><u>Locational Knowledge:</u></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 capitals of the UK. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-EU country. <p><u>Human & physical geography:</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p><u>Use basic geographical vocabulary to refer to:</u></p> <ul style="list-style-type: none"> • Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river etc. • Key human features including: city, town, village, factory, farm, house, office, shop, port and harbour. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use of maps, atlases and globes.

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		<p>environments. Drawing on their experiences and what has been read to them in class.</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Explore compare/contrast our environment with polar regions. Observe seasonal weather changes in the winter/spring (ice exploration) Observe, question and draw spring plants/spring growth. Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. Conduct Winter/Spring walk around School grounds. Begin to program a bee bot using directions/instruct a partner. Look at different religious buildings around the world. <p><i>Food:</i></p> <ul style="list-style-type: none"> Exploring food from around the world using world maps and Google. Discover, compare and contrast food produce/grown in different climates around the world. <p><i>Around the world:</i></p> <ul style="list-style-type: none"> Explore compare/contrast our environment with Australia, polar regions and Africa. Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa. Knowing where different animals come from. <p><u>Summer Term:</u></p> <p><i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> Exploring schools' grounds and observing seasonal changes in the summer. Observe seasonal weather changes in the summer Explore, observe and identify UK minibeasts. Looking at the seaside and how we get there – beach school trip. Knowledge of simple map symbols and what they represent. Draw information from simple maps and talk about/identify landmarks in the local area. Create own maps e.g. pirate maps. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> St. Osyth, Essex, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa etc Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map Harvest, seasons, Autumn, Winter, Spring, Summer, weather Farm, beach, countryside, moors 	<ul style="list-style-type: none"> Use of directional language to describe locations.
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