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| **Geography in EYFS** | |
| **Characteristics of Effective Learning. (C of EL).** | |
| Playing and Exploring  ENGAGEMENT  Finding out and exploring  Active Learning  MOTIVATION  Being involved and concentrating  Enjoying achieving what they set out to do.  Creative and Curriculum Thinking  THINKING  Having their own ideas  Making links  Working with ideas | |
| **Birth to 5 Matters.** | **Development Matters.** |
| **Understanding the world**  Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. | **Nursery**  **Understanding the world**  Begin to understand the need to respect and care for the natural environment and all living things.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Mathematics**  Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ |
| **Mathematics**  Begins to remember their way around familiar environments e.g. knows where to find their favourite toy. Responds to spatial and positional language when used in conversation, e.g. pointing things out.  **Understanding the World**  Notices detailed features of objects in their environment. |
| **Birth to 5 Matters.** | **Development Matters.** |
| **Range 5:**  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (UtW).  Begin to understand the effect their behaviour can have on the environment. (UtW).  Responds to and uses language of position and direction. (M).  Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (C&L).  Builds up vocabulary that reflects the breadth of their experiences. (C&L).  **Range 6:**  Knows that information can be retrieved from books, computers and mobile digital devices. (L).  Talks about the features of their own immediate environment and how environments might vary from one another. (UtW).  Follows and gives simple directions. (M).  Understands questions such as ‘who; why; when; where and how’. (C&L). | Recognise some similarities and differences between life in this country and life in other countries. (UtW).  Explore the natural world around them. (UtW).  Describe what they see, hear and feel whilst outside. (UtW).  Recognise some environments that are different from the one in which they live. (UtW).  Understand the effect of changing seasons on the natural world around them. (UtW).  Draw information from a simple map. (UtW).  Learn new vocabulary. (C&L).  Ask questions to find out more and to check they understand what has been said to them. (C&L).  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (C&L).  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L).  Draw information from a simple map. (UtW)  Recognise some similarities and differences between life in this country and life in other countries. (UtW)  Explore the natural world around them. (UtW)  Recognise some environments that are different from the one in which they live. (UtW) |
| **Early Learning Goals (ELG).** | |
| Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (C&L: LA).  Make comments about what they have heard and ask questions to clarify their understanding. (C&L: LA).  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (C&L: Sp).  Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction when appropriate. (C&L: Sp).  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. (UtW: PCC).  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UtW: PCC).  Explore the natural world around them, making observations and drawing pictures of animals and plants. (UtW: NW).  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. (UtW: NW).  Understand some important processes and changes in the natural world around them, including the seasons. (UtW: NW). | |
| **What Geography Looks like in Nursery** | **By the End of Nursery a Child at the Expected Level of Development Will Know.** |
| Exploration of their immediate environment (classroom, playground, home, etc.).  Basic understanding of where they live (home, school, local area).  Begin to understand and use simple terms such as "near," "far," "left," "right."  Look at and explore simple maps and pictures of familiar places (local park, street)  Investigate the natural environment (weather, seasons, different environments).  Begin to sort objects by similarities (e.g., grouping toys by color or size).  Learn about the world around them through sensory experiences (e.g., touch, see, hear).  Participate in activities that help them become familiar with simple maps (e.g., treasure hunts).  Begin to develop an awareness of different modes of transport (e.g., walking, cars, buses).  Simple discussions about the environment (e.g., identifying natural features like trees, rivers). | Understand that they live in a specific place and are part of a family or community.  Recognise where they live in relation to familiar places (e.g., home, school, local parks).  Use simple positional language (e.g., "next to," "on top," "under") to describe locations and objects.  Look at basic maps or pictures and recognise key landmarks in their local environment.  Begin to talk about and observe weather changes (e.g., sunny, rainy) and seasons (e.g., winter, summer).  Understand basic concepts of grouping and sorting based on geographical features (e.g., types of weather, types of land).  Use senses to explore their surroundings and start understanding differences in place and environment. |
| **What Geography Looks like in Reception.** | **By the End of Reception a Child at the Expected Level of Development Will Know.** |
| Children will focus on understanding their local environment and beyond. Children will engage with programmable toys to navigate set routes, enhancing their understanding of movement and mapping.  We will encourage them to express their interest in local places, facilitating discussions about their own experiences and the geographical terms associated with these locations.  Exploration will be integral, with opportunities to investigate maps, atlases, and globes, alongside employing IT to discover information about other countries and the lives of people around the World. Storytime will incorporate books focusing on the world, weather, and the environment to foster curiosity and deepen understanding.  Regular outdoor excursions will scaffold their learning as they explore the local area. Through role-play, children can visit places of interest and reflect on environmental stewardship by discussing ways to protect our planet. Additionally, activities such as treasure hunts using maps and positional instructions, model-making of structures, and drawing simple maps will creatively reinforce their geographical understanding, making learning both enjoyable and impactful. | At the end of their Reception year, children will have developed a foundational understanding of geography, grasping essential geographical vocabulary relating to places, the world, and their environment. They will be able to identify key features of their local area, such as parks and shops, and articulate their knowledge about these points of interest. Children will be familiar with simple, regular routes, enabling them to describe their surroundings with confidence.  They will be able to express their views on the importance and have a basic understanding of looking after our planet and the local environment.  Children will follow instructions involving positional language and have a basic understanding of using simple maps. |
| **Geography Specific Vocabulary** | |
| Banks St Stephen’s, Banks, Southport, England, same, different, weather, hot, cold, sunny, windy, cloudy, snowy, wet, dry, outside, world, place names (e.g. park, street, house, shop, farm, beach), sea, seasons, Autumn, Spring, Winter, Summer, grass, tree, colour names, big/long/tall, small/short, map, river, change. | |