**EYFS – National Curriculum**

**Geography**

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| **Subject** | **EYFS Outcome (ELG)** | **KS1 Key Learning** | **How do we prepare children in EYFS?** |
| Geography | **Understanding the World – People & Communities - ELG**  To talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World – The World ELG** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | **Locational knowledge**   * 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   **Place knowledge**   * 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   **Human and physical geography**   * 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) & key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop)   **Geographical skills and fieldwork**   * 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. | Explore & talk about immediate environment, local community & wider world – walks within local community (e.g. to Skelmersdale Fire Station.), comparing Skelmersdale to Africa linked to ‘Handa’s Surprise’.  Recognise and talk about familiar places & environments & their features within these places – following & making simple representations of maps of the school grounds linked to ‘What the Ladybird Heard’.  Experience & use positional language in context of places (up, down, behind, beneath, in front.) – Using beebots.  Experience, observe and identify different weather conditions – daily access to Outdoor Area.  Recognise and talk about places & environments in the wider world & their features within these places.  Observe and talk about different buildings in different locations including significant features & purpose – comparing buildings in Skelmersdale to buildings in Africa linked to ‘Handa’s Surprise’  Explore use of human features such as bridges, railway stations, canals, bus stops, traffic lights etc. Ask why? What? How? Questions about their purpose in different locations. exploring & building bridges linked to ‘The Three Billy Goats Gruff’.  Observe and talk about the purpose of signs and symbols within different places and locations.  Observe and experience sensory features associated with different seasons.  Talk about travelling to different places; in the local community, beyond locality & places in the wider world – take a journey to Borneo jungle (pretend aeroplane ride) linked to ‘Monkey Puzzle’  Discuss journeys including how to prepare for a journey.  Make graphical representations of features within immediate environment, local community and beyond. |