



Geography - EYFS - KS1

Specific Area of Learning Understanding the World	ELG 14 People, Culture and Communities	How this is achieved in EYFS	Geography KS1
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Making connections to the natural world within their literacy texts - e.g. discussing where owls live and when they go hunting while studying 'Owl Babies'. Comparing countries around the world - Links to India using book 'No Dinner' and links to Africa using book 'Handa's Surprise'. Giving children opportunities - Autumn walk looking at seasonal changes and natural features, Stoke library walk to explore our local area. Explore the natural world around them, making observations and drawing pictures of animals and plants. Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...). Exploring the school grounds to look at features of the environment. Naming features of the world around us (farms, beach, woodland etc). Exploring Christmas traditions from around the world - curriculum links to RE and Language & Culture. <p>Map Skills:</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 nonEuropean 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. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city,
	ELG 15 The Natural World		<ul style="list-style-type: none"> Exploring 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 to them in class.



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	Key vocabulary to be developed in EYFS	<ul style="list-style-type: none">• Creating a sensory map from the story 'We're Going on a Bear Hunt'.• Drawing their own map linked to the book 'Bedtime for Monsters'.	town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.
	Town, village, country, city, place, map house, flat, building, hot, cold, warmer, freezing, rain, sun, snow, cloudy, wet, dry, World, forest, beach, mountain, Earth, ocean,		