

Understanding the World – Geography

Intent

In Early Years we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences
- Fostering a sense of awe and wonder about the world in which they live
- Developing an appreciation of other people, their communities and their traditions
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world



Implementation

Geography is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences. We use planned themes alongside first hand experiences and capitalise on unplanned moments that present themselves to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places e.g. park, church, shops.

For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited. We cover the following themes:

This is Me: through this topic children will learn about their local community

Tales from around the World: through this topic children will learn about places around the world and about the features of specific locations. We will offer opportunities for children to engage in relevant first-hand experiences e.g. role play Handa's Hut and experience fruit tasting and help children make connections between different lives, cultures and experiences. A visitor from Zimbabwe will attend the setting dressed in African costume and will talk about her experiences.

Celebrating festivals throughout the year: children will learn about places around the world and about the features of specific locations. We will offer opportunities for children to engage in relevant first-hand experiences e.g. using chopsticks to eat Chinese food celebrating the Chinese New Year and help children make connections between different lives, cultures and experiences and offer starting points for discussion around similarities and differences

What a wonderful world: through this topic, children will learn about the natural world and the importance of respecting and caring for the natural environment and all living things.

Within the provision we ensure that children have constant access to world and local maps and globes and children will learn how to use them. We make connections with children's first hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about. Children are encouraged to expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors.

Even though we follow these key experiences, there is flexibility within these plans to allow for spontaneous events and activities and for when we might need to adapt our implementation depending on the children's current needs or interests.

Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

Skills 2-3 years

- Explore and respond to different natural phenomena in their setting and on trips.
 - Talk about some of the features on the route to Barker's Park

- Make connections between the features of their family and other families
 - Talk about where they live Flat, house, garden etc

Talk about and celebrate the festivals/celebrations they have with their family

- Bonfire Night
- Christmas
- Mother's Day
- Easter
- Father's Day

- Notice differences between people

Enquiry questions:

Autumn 1:

Autumn 2:

Spring 1:

Spring 2:

Summer 1:

Summer 2:

Skills 3-4 years

- Use all their senses in hands-on exploration of natural materials.
 - Autumnal walk to Barker's Park observing and collecting natural materials collage.
- Begin to understand the need to respect and care for the natural environment and all living things.
 - Whole school project on Conservation – children learn about water pollution and keeping our oceans clean.
 - Lifecycle of a butterfly – caring for butterflies
 - Lifecycle of a sunflower – caring for our own flower
 - Planting and caring for own vegetables (turnips)
- Show interest in different occupations
 - During Black History Month – circle time talking about parents/carers' occupations
 - During Superheroes topic invite Dentist/Hygienist or dental nurse, a Police Officer or a Nurse
 - Role play/Home Corner set-up as a Fire Station, Hospital, Dentist or police cell
- Continue developing positive attitudes about the differences between people – in UK we celebrate/remember
 - Bonfire Night
 - Remembrance Day
 - Christmas/New Year
 - Mother's Day
 - Easter
 - Father's Day
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
 - Talk about where they live and surrounding area their home, shops, other features
 - Talk about the route to Barker's Park
 - During Tales from around the World, invite visitor from Africa to talk about her life

Skills 4-5 years

- Explore the natural world around them.
- Understand that some places are special to members of their community
 - Talk about the trip to 'the green' and the local church
 - Use aerial photographs for locations
 - Invite visitors from different religious and cultural communities into the classroom to share their experiences with children
- Draw information from a simple map
 - Talk about the route to the local shops on 'the green', the church
- Talk about members of their immediate family and community
 - Talk about their family
 - Children to share pictures of their family
 - Use examples from real life and share texts, showing children how there are many different families
- Name and describe people who are familiar to them
 - Talk about people that the children may have come across within their community, e.g. delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.
 - Identify emergency situations and know who to call
- Recognise that people have different beliefs and celebrate special times in different ways e.g. Eid/Diwali/Harvest
- Recognise some environments that are different from the one in which they live
 - Make comparisons between life for children in different countries
 - Explore different geographical stories

	<p>experiences in Harare, Zimbabwe.</p> <ul style="list-style-type: none"> ➤ Create different environments in small world and role-play – African Hut, Chinese home or Restaurant, beach, North/South Poles. ➤ Invite Sheffield Chinese Lion Dance Company into school to perform to celebrate the Chinese New Year ➤ Chinese food tasting with chopsticks ➤ During Winter, read the books, ‘Poles Apart’ and Who’s Hiding in the Snow? Talk about the North and South Poles and which animals live there. Look at globe/map – North/South poles. <ul style="list-style-type: none"> • Understand position through words alone. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ <ul style="list-style-type: none"> ➤ Talk about the journey Rosie takes in Rosie’s Walk ➤ Autumnal walk to Barker’s Park ➤ Talk about the story map of places in The Three Little Pigs ➤ Describe the route of Sports Day obstacle course in Summer Two <p>Enquiry questions: Autumn 1: Who am I? Autumn 2: How can we help to keep our waters and oceans clean? Spring 1: Spring 2: Summer 1: Summer 2: How can we find the beauty in our wonderful world?</p>	<p>from around the World e.g. Handa’s Surprise (Kenya)</p> <ul style="list-style-type: none"> ➤ Tasting and trying different foods from around the world <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries e.g. comparing different religious celebrations <ul style="list-style-type: none"> ➤ Diwali/Eid ➤ Chinese New Year <p>Enquiry questions: Autumn 1: What is located near school? Autumn 2: Spring 1: Spring 2: Summer 1: Summer 2:</p>
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<p>Impact</p> <p>By the end of Foundation Stage children will be able to:</p> <ul style="list-style-type: none"> • Talk about what it is like to live in this country • Talk about where they live and the key features of the local environment • Talk about the key features of the country they live in 	<ul style="list-style-type: none"> • Compare similarities and differences • Talk about the similarities and differences between people’s religions and cultures • Use a simple map to find out information

- Talk about what it is like to live in another country
- Talk about the key features of different places and different countries

Early Learning Goals

People Culture and Communities

Children at the expected level of development will:

- 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.

Links to Key Stage One National Curriculum

Children should be taught to:

- 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

Children should be taught to:

- 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

Children should be taught to:

- 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

Children should be taught to:

- 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.