

Understanding of the World Geography Overview



EYFS The Natural World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: -The Natural World (Statutory)

Children at the expected level of development will:

- 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 environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Geography Skills NPAT

- Asking simple questions.
- Observing closely using the senses.
- Noticing similarities and differences
- Using talk and simple drawings to record observations.
- Talking about their findings using simple vocabulary
- Begin to develop knowledge of Geography concepts
- That they live in Northampton which is in England.
- Investigate heritage of the children - plot where the class is from on a world map.
- Where we are from - Northampton is our home, but some of our family have come from
- Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.
- Talk about the things we like and don't like about the local environment.
- Use simple geographical words to describe physical features e.g. beach,
- Use simple geographical words to describe human features e.g. city
- walk about and describe people and places in the local area.
- Talk about similarities and differences between places, e.g. the school playground and the park.
- Talk about different ways to travel, e.g. on foot,

Understanding of the World **Geography** Overview



Geography Overview	
- Term 1 Me and My Community	Local environment - where do we live? - Look at our homes on google maps <ul style="list-style-type: none"> - Different types of properties - Look where our families are from on a world map - Walk around local area - identify local amenities park, shop
- Term 2 People Who Help Us	Christmas in the UK and a contrasting country <ul style="list-style-type: none"> - - Sustainability- Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers
- Term 3 Amazing Animals	<ul style="list-style-type: none"> - What are the polar regions - Physical features of land - Habitats for different animals - Where is China? - Chinese New Year
- Term 4 Travel and Transport	<ul style="list-style-type: none"> - Exploring the world map - how to travel to places further away - Talk about places children have travelled to - Follow a simple map
- Term 5 Spring Time on the Farm	<ul style="list-style-type: none"> - Where are farms located - comparison between fruits and animals in different climates - Africa
- Term 6 The Great Outdoors	<ul style="list-style-type: none"> - Physical features of a seaside - Human features of a seaside - Locality of parks