



## Early Years Curriculum and the National Curriculum – Geography

How Geography is taught in EYFS:	Early learning goals (ELGs) that link:	How it looks in Key Stage 1:
<ul style="list-style-type: none"> <li>• Discuss similarities and differences between themselves and others.</li> <li>• Describing their immediate environment</li> <li>• Following directions to move around the classroom</li> <li>• Listen to stories about the world around them</li> <li>• Explore different cultures, religions and learn about places these originate from</li> <li>• Engage in discussion about places they have visited in their local area.</li> <li>• Role-play places they have visited / in their local area.</li> <li>• Visit places in their local area (Forest Schools)</li> <li>• Exploring and creating simple maps.</li> <li>• Exploring the local area.</li> <li>• Following instructions with positional language.</li> </ul>	<p style="text-align: center;"><u>Understanding the world</u> <i>People, culture and communities</i></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> <li>• 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</li> <li>• 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.</li> </ul> <p style="text-align: center;"><u>Understanding the world</u> <i>The natural world</i></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b><u>Pupils should be taught about:</u></b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to key physical features and key human features</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</li> </ul>



right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3

- 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.

What you may see in St Anne's

- Asking and responding to geographical questions.
- Exploring ways to collect data and information for fieldwork
- Observing the world around them – weather diaries, seasonal changes
- Exploring their local area – local area walks
- Understanding their place in the world, in relation to the UK and the four countries and capitals of the UK.
- Following, designing or creating maps, and understanding how to use a key
- Understanding and using subject-specific vocabulary
- Taking part in first hand experiences, using geographical skills to observe and enhance their awareness of the world.
- Discuss similarities and differences between different parts of the world