

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

**Nursery – Understanding the World – The World - Geography Skills**

Location and Place	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the things they have observed in different places</li> <li>• Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>

**EYFS Nursery - Understanding the World – The World - Geography Knowledge**

<ul style="list-style-type: none"> <li>• Know the name of key features in the local area e.g. shop, park</li> <li>• Know what country they &amp; their family are from</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Know &amp; describe the differences between a range of places such as the woods, school, park, town</li> <li>• Know what makes up different places e.g. shops, religious buildings, schools, roads, trees</li> </ul>	<ul style="list-style-type: none"> <li>• Know that different trees have different leaves &amp; bark</li> <li>• Know about different weather conditions</li> <li>• Know some changes to trees &amp; plants during the different seasons</li> <li>• Know what insects appear in the summer</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a map is used for e.g. treasure map, tube map</li> <li>• Know how to draw a simple map</li> <li>• Know the signs of autumn, winter, spring &amp; summer</li> <li>• Know what things are man-made &amp; natural in local environment</li> <li>• Know how to use photographs &amp; books etc to compare different places</li> </ul>
---	---	---	--

		<ul style="list-style-type: none"> <li>• Know the effects of rubbish on wildlife &amp; the environment</li> </ul>	
Reception – Understanding the World – The World - Geography Skills			
Location and Place		Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>• Use the local area for exploring both the built and the natural environment.</li> <li>• Express their opinions on natural and built environments.</li> <li>• Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</li> <li>• Arouse awareness of features of the environments in the setting and immediate local area e.g. make visits to shops and parks.</li> <li>• To recognise an environment which is different to the one in which they live.</li> <li>• To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• To identify familiar places on a map.</li> <li>• Make comparisons between familiar places.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of recycling and which materials can be recycled.</li> <li>• To recognise some environments are different from the one in which they live.</li> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Show care and concern for living things and the environment.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the natural world around them and describe what they see hear feel whilst outside</li> <li>• Explore the use of a map, atlas and globe</li> <li>• Identify what a map, atlas and globe are.</li> <li>• Draw and create their own maps using real objects, and/or pictures and symbols.</li> <li>• Look at signs and symbols on different types of maps for example in school and the local community.</li> <li>• Use a range of sources such as simple maps (weather, street, place e.g. zoo/theme park), photographs, magnifiers and visiting local places.</li> </ul>
Reception – Understanding the World – The World - Geography Knowledge			
Location and Place		Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>• Name and locate different parts of the local community.</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> </ul>	<ul style="list-style-type: none"> <li>• To recognise and talk about similarities and differences between environments and places.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about members of their immediate family and community</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>	<ul style="list-style-type: none"> <li>• Know how use a simple map with symbols to spot features in the school grounds or in the local community.</li> <li>• Know how to follow simple directions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Know which materials can be reused and recycled and how this helps to protect our planet.</li> </ul>	
<b>Key Vocabulary</b>			
<p><i>Key Physical features:</i> world, globe, earth, map, Atlas, natural, seasons, cold, snow, weather, hot, sunny,</p> <p><i>Key Human features:</i> Town, village, road, house, farm manmade,</p> <p><i>Subject specific/Topical vocab:</i> Chipping Sodbury, United Kingdom, Europe, environment, place, feature, compare, similar, different, map, recycle, reduce, reuse</p>			

### **Statutory Educational Programme for Understanding the World: EYFS**

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

**\*Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development, Physical Development and Communication and Language\***