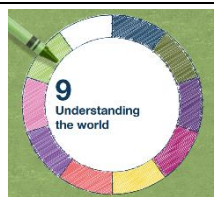


Geography Overview EYFS



EYFS Statutory Educational Programme: 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.

	Provision/ Enhancements	Direct sessions through Themes
Birth to Three		
Explore and respond to different natural phenomena in their setting and on trips.	Treasure Baskets for repeated exploration of textures, sounds, smells and tastes.	-Boundary walk of the school grounds looking at the natural features.
Explore and respond to different natural phenomena in their setting and on trips.	Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough. Longitudinal learning about weather/ seasons. -Standing in the rain with wellies and umbrellas. - Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.	-Forest school sessions - looking for mini beasts, walking in mud and grass.
3-4 year olds		
Use all their senses in hands-on exploration of natural materials.	Provide equipment to support these investigations. -magnifying glasses or a tablet with a magnifying app.	-Forest School sessions -Make collections of natural materials to investigate and talk about.
Talk about what they see, using a wide vocabulary.	-Encourage children to talk about what they see. - Model observational and investigational skills.	-contrasting pieces of bark - different types of leaves and seeds
Begin to understand the need to respect and care for the natural environment and all living things.	-Ask out loud: "I wonder if ...?" - World maps with in provisions to guide conversations- where children have been on holiday etc. Through sharing news on Tapestry.	-different types of rocks -different shells and pebbles from the beach
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Vocab: home, town, country, globe, country side, beach, grass, concrete	-Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. -Learning about

Reception	Provision/ Enhancements	Direct sessions through themes
Talk about members of their immediate family and community	Maps of different areas- Places, UK, the World in display in the environment.	Forest School sessions. Local walk to the post office Introduce an image of a drawn map to show how pictures are used to show places. EG farm map with photos of pigs.
Draw information from a simple map.	Changes to resources in the small world area to reflect discussions. Having both physical and natural items.	-Familiarise children with the name of the road, and or village/town/city the school is located in -Share locations of houses and other special buildings they visit that are in the local community. Discussing where they are in relation to school.
Understand that some places are special to members of their community.	create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions	-Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
Recognise some similarities and differences between life in this country and life in other countries.	Drawing imaginary maps as part of their play.	-Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
Explore the natural world around them.	Vocab: roads, street, shops, buildings, road name, local area Farm, field, country side, woodland, forest, beach, hill, mountain.	-Connect that snow is always in Antarctica- linking to where Penguins live.
Describe what they see, hear and feel whilst outside.		create books and displays about children's families around the world, or holidays they have been on.
Recognise some environments that are different from the one in which they live.	globe, Antarctica, different, climate, weather, map, world map, route, location	-Encourage children to talk about each other's families and ask questions -Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments.
Understand the effect of changing seasons on the natural world around them.		