Learning in EYFS

Geography

In planning and guiding what children learn, practitioners will reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These 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 their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Geography			
Three and Four-Year-Olds	Understanding the World		• Know there are different countries in the world and talk about the differences they have experienced or seen in books and photos.
Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People and places	• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class

EYFS End Points
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.

Understanding of the World Autumn	**Understanding of the World Spring**	**Understanding of the World Summer**
• Look at where we live, describe features we see on the way to school. • Draw my route to school. • Explore the school, where are the different rooms in relation to one another. What happens in each room? • Explore the school grounds, look at features of our school environment. • Look at maps of Reading (paper, Digimap and Google Earth) explore and discuss the features found on local maps.	• Using maps to explore local area. *Comparing our school to one in a rural location *Local visit-library *Exploring news from around the world *Visit the farm • Discussing where we were born and where our extended family live using world maps/globes for support	• Using maps to explore the wider world. *Comparing environments that our different to our own *Recognise some similarities and differences between life in this country and others (focus on the cultures of the children within the setting)

Geographical Enquiry (also linked to CofETL)

- Identify similarities and differences.
- Know that information can be retrieved from books, the internet and people.
- Begin to ask and answer 'how' and 'why' questions in response to stories or events.

Vocabulary

- United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, world, map, Reading, library, farm, distance,

Areas of Continuous Provision
Indoors

- Construction Area – Small world blocks containing pictures of local landmarks
- Creative – exploring different materials
- Malleable/Playdoh – foods from different countries
- Small World – play families and using appropriate language
- Reading – range of fiction and non-fiction books about

Key Questions – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.

Looking at pictures in books or photographs
What can you see?
What do you think…?
Can you see any people in the picture?
What are they doing?
What are they wearing?
Are their clothes the same as yours?
What do you notice that is different?