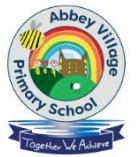


EYFS Geography– Understanding the World



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.

3- & 4-year-olds	<ul style="list-style-type: none">• Become familiar with their environment and talk about some features; garden, pond, trees, playground, gate...• Experience different weathers and seasons and notice some changes.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.• Continue to develop positive attitudes about the differences between people.• Develop vocabulary linked to place: village, Abbey Village, road, park, field, playground
Reception	<ul style="list-style-type: none">• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different to the one in which they live locally and nationally.• Understand the effect of changing seasons on the natural world around them.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Draw information from a simple map.
Early Learning Goals People, cultures and communities	<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;• 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;• 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