



Geography in Early Years



Main links to the seven areas of learning: [Mathematics](#) and [Understanding the World](#)

Geography: Nursery

Mathematics: (3-4 year olds)	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
Understanding the World: (3-4 year olds)	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Geography: 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. Explore the natural world around them. Recognise some environments that are different from the one in which they live.
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<p>Understanding the World ELG</p>	<p>People, Cultures and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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.</p> <p>The Natural World: 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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<u>Geography: Year One</u>	
<p>Locational Knowledge</p>	<p>Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p>Place Knowledge</p>	<p>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</p>
<p>Human and Physical Geography</p>	<p>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 Use basic geographical vocabulary to refer to: *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and</p>

	weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork	<p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>

Key themes in EYFS Geography:

- * "Guide children to make sense of their physical world and their community" (RGS.org)
- * Increase knowledge and understanding of the world around them
- * Visits to parks, libraries and museums
- * Listen to stories, rhymes, poems and non-fiction books
- * Foster understanding of our culturally, socially, technologically and ecologically diverse world

Ideas to enhance the settings:

- * Reference the use of maps
- * Continued reference to stories, non fiction texts and discussion based learning

- * Continued reference to building knowledge
- * Additional resources, maps, holiday brochures, simple artefacts and cultural items from across the world
- * Take the children into your schools outdoor environment and allow them to explore for themselves the plants, animals and insects.
- * Providing the raw materials for children to invent their own games and stories.
- * Giving children the resources but not the activities and allow them to experience toys from different cultures or times.
- * Starting off sessions with stories, lullabies, nursery rhymes and letting children then go and embrace them in their own imaginative roleplay.
- * Observe, listen and record what the children say and how they engage with stories without leading it yourself.

Key questions:

- * What kind of place is this and why is it as it is?
- * How is this place connected to others?
- * How is this place changing?
- * What would it be like to live here/there?

<p>Key Vocabulary: Nursery</p>	<p>People, Cultures and Communities Same, different, house, school, car park, busy, quiet, train station, airport, bus stop, shops, road</p>	<p>The Natural World Farm, Tree, forest, grass, leaves, water, sand, sky, Spring, Summer, Autumn, Winter, Clouds, rain, sunshine, thunder, wind, snow, frost, fog, Grow, leaves, dead, soil</p>
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Key Vocabulary:

Reception

People, Cultures and Communities

Map, atlas, Pavement, kerb, zebra crossing, traffic lights, forest, woodland, countryside, city, seaside, town, village, city, countryside, road, path, kerb, habitat, church, synagogue, mosque, cathedral, detached, semi-detached, terraced, cottage, flats, apartment

The Natural World

Seasons; Spring, Summer, Autumn, Winter, Clouds, rain, sunshine, thunder, wind. Snow, frost, fog, condensation, mist, Grow, petals, leaves, stem, roots, dead, compost, decompose, rots

