



EARLY YEARS UNDERSTANDING THE WORLD: GEOGRAPHY INTENT

In Early Years we support children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences.
- Fostering a sense of wonder about the world in which they live.
- Developing an appreciation of other people, their communities and their traditions.
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world.

Knowledge

Places

My Community

I know...

- Where I live.
- The key features of where I live.
- About the significant places within my community.
- How to get from one key place to another.
- The vocabulary I need to use to direct others.

Places

My Country

I know...

- The capital city of the country I live in.
- The different key features of cities, towns and villages.

Places

The World

I know...

- The names of different countries around the world.
- Different countries have different key features.
- How countries are connected.
- How to travel between countries.

People

I know...

- People I know have different customs and traditions.
- People in different countries have different customs and tradition.

Environment

I know...

- About different weather conditions in the UK.
- There are four seasons and the key features of them.
- The key features of different climates around the world.
- Some simple things I can do to help look after the planet.
- Human actions can help or destroy the planet.

Skills

I am learning to...

- Notice.
- Measure.
- Ask questions.
- Record.
- Compare similarities and differences.
- Use my senses.
- Gather information from different sources.
- Draw, read and follow maps.
- Express opinions.
- Explain.
- Describe.

IMPLEMENTATION

Geography is valued and promoted through direct teaching, purposeful learning opportunities and first-hand experiences.

We use planned themes alongside first-hand experiences and unplanned moments that present themselves, to talk about places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places.

For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We cover the following themes:

- Me, Myself and I: through this topic children will learn about their local community.
- Festivals and Barnaby Bear travelling around the world: through these themes children will learn about places around the world.
- Our small world areas- we have Jungle, safari, desert, woodland and seas: through this continuous provision areas, children will learn about the features of specific locations.

- Water: through this topic children will learn about the natural world and the importance of the water cycle.

Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them.

We make connections with children's first-hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about.

Children are encouraged to expand their knowledge of the natural world by taking every opportunity to explore and experience the outdoors.

Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing, and comparing similarities and differences and expressing opinions.

IMPACT

By the end of Foundation Stage I can...

- Talk about what it is like to live in this country.
- Talk about what it is like to live in another country.
- Use a simple map to find out information.
- Talk about the key features of different places and different countries.
- Talk about the key features of the country they live in.
- Talk about the similarities and differences between people's religions and cultures.
- Compare similarities and differences.
- Talk about where they live and the key features of the local environment.