



# Curriculum Subject Profile Geography in the Early Years



## Vocabulary/Language

### Nursery

#### Showing an interest in Occupations-Autumn

Police officer, fireman, teacher, doctor, nurse, dentist, vet

#### Weather and Seasons- Spring/Summer

Hot, cold, rain, snow, sun, cloud, autumn, spring, summer, winter, land, water, map

### Reception

#### Autumn/Spring/Summer

Locational Knowledge: world, country, land, sea, ocean, continent,

Place Knowledge: similarities, difference, United Kingdom, Europe

#### Human and physical geography;

Beach, forest, hill, mountain, sea, ocean, river, soil, season and weather ( autumn, spring, summer, winter, hot, cold, sun, cloud, snow, ice,); City, town, village, factory, farm, house, palace, cathedral and shop

#### Geographical skills and fieldwork;

Map, atlas, ocean, sea, land, near and far; left and right, symbol, key.

## Texts/ Nursery Rhymes

### Nursery

It was a cold, dark night  
The Three Little Pigs  
The Great Explore

### Reception

Where the Wild Things Are LN, PK, GS&F  
Bringing the Rain to Kapiti Plain LK,PK  
Halibut Jackson PK  
The Magic Paintbrush Lk,PK & GS&F  
Little Red H&PG  
Tiny Seed LK,PK,H&PG, GS&F  
The Night Pirates GS&F, LK  
Hairy McLary H&PG

## Development Matters – Early Learning Goals

### **ELG- Understanding the World:**

#### People, Culture and Communities

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.

#### The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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.

#### **Key themes: Reception**

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

## Enhancements/ Continuous Provision

### Nursery

- Role play opportunities linked to text I was a cold Dark Night
- Build Houses from blocks / materials linked to Three Little Pigs
- Compare The North Pole and weather linked to The Great Explorer

### Reception

- Give maps of bedrooms – children to create their own using sponge painting, building blocks etc.
- Try different foods from around the world – use maps to find different countries.
- Give images of Africa before and after drought – children to create images using coloured resources (before – green and sunny) (after- dry, brown and dead)
- Share video of typical house in Africa (use QR code if possible) – compare by matching words more relevant to their homes or those in Africa.
- Seasonal change – role play opportunities – different clothes available for each season.
- Children to use construction area to build famous landmarks (use images/book for reference).
- Role play area – vet, pub, pirate ship, home – variety of buildings – human features

*‘The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning’*

# Preparing EYFS pupils for future learning

Themes/ Activities	Future Learning
<p>Key themes: autumn spring summer ongoing</p> <p><b>Locational knowledge</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- All families are different - multi-cultural awareness</li> <li>- Explore different countries and people around the world/ ;Show awareness of different countries</li> <li>- Use and describe items in explorer's bag – awareness of a contrasting cold place</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Looking at map - comparing our local environment with Africa</li> <li>- Where does our food come from?</li> <li>- Bringing the Rain to Kapiti Plain – experiencing different place and culture - tourist office for Kenya, Africa</li> <li>- The Magic Paintbrush – experiencing different place and culture – China, Asia</li> </ul> <p><b>Place knowledge</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Listening walk of awareness around school</li> <li>- Care for the natural world around us - Everyone in the world is different</li> <li>- Respect and care for the world we live in</li> <li>- Talk about where we would like to explore</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Studying Africa – Bringing the Rain to Kapiti Plain</li> <li>- Children can look and spot key locations on a local map of the area; Local shops, churches and schools etc.</li> </ul> <p><b>Human and physical geography</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Observe and record seasonal change</li> <li>- Winter weather, clothes, seasonal change</li> <li>- Autumn “Welly Walk” –autumn colours, finds, animals, weather</li> <li>- Collect, explore and describe Autumn objects</li> <li>- Special places for different people - Religious buildings</li> <li>- discuss and describe different types of buildings and their features, purpose - Special places</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Talk about accommodation and homes; how do they differ from where we live?</li> <li>- Children can look and spot key locations on a local map of the area; Local shops, churches and schools etc.</li> <li>- Looking at seasonal changes and the environment around us. The weather- Freezing, cold, temperature</li> <li>- Talk about how people used to grow their own food and compare fast food to natural produce.</li> <li>- Look at maps of Great Britain and look how much land we have to grow food and how we need to take care of our land</li> <li>- Helping – places and people who help us</li> <li>- Where the Wild Things are – experience of jungle/ forest area</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Shiny treasure hunt</li> <li>- Explore photographs of local area</li> <li>- Walk of awareness around local environment</li> <li>- Learn about and describe local area</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Look at maps of Great Britain – growing food</li> <li>- Children to study and draw a pirate map</li> </ul>	<p><b>KS 1</b></p> <p><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography</b></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 weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b></p> <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. 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. 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. 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>