



Geography

Understanding the world we live in

In the Oaks federation, geography is taught through geographical skills and fieldwork. Highlighted is the skill that will be taught through each learning objective. The seasonal and daily weather patterns are also taught on a daily basis, monitoring changes in the weather and comparing with a non-European country.

Yellow – teaching using maps and globes

Blue – fieldwork focus

| <p><i>Key Objectives EYFS</i> <i>In Foundation the past is taught through the curriculum area 'understanding the world'. The Early Learning Goal for this area is:</i></p> | <p><i>Key Objectives Cycle A</i> <i>Children will learn:</i></p> | <p><i>Key Objectives Cycle B</i> <i>Children will learn:</i></p> |
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| <p><u>Understanding the World, The world:</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p><u>Longitudinal study: Daily weather log</u> <u>Human and physical geography</u> 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 season and weather.</p> <p><u>Throughout the subject, all objectives are taught using these skills:</u> <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. <i>as well as the countries, continents and oceans studied at this key stage.</i></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> | |

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| | <p>Autumn: Locational knowledge 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> <p>Use locational and directional language (e.g. near and far, left and right.) to describe the location of features and routes on a map.</p> <p>Spring: Human and physical geography Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and its surrounding areas.</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Summer: Locational knowledge 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>Autumn: Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop, Ocean, river, soil.</p> <p>Spring: Human and physical geography Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, valley, vegetation.</p> <p>Summer: Place Knowledge Name and locate the world's seven continents and five oceans.</p> |
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During Foundation we help children to begin to build an understanding that there are differences with where they live and other places. This understanding develops from their own environments and homes and how they may vary from each other, before moving on to comparing other parts of the world. They also will make observations about animals and plants and talk about changes and why and when changes may happen to these things.

Key experiences to be provided in The Early Years Foundation Stage:

Developing geographical terminology through everyday talk.

Sharing stories to explore geographical themes such as environmental changes, plants and animals.

Exploring artefacts, specifically photos, maps, globes.

Comparing and contrasting ours and alternatives homes and environments.

Observing lifecycles of frogs, chicks and other animals discussing their changes.

Observing seasonal changes and the impact on plants and trees.

Field trips and using outside area to explore.

Role play.

Observing changes to school and local area Using wonder walls to encourage children to ask and answer questions.