

Castercliff Primary Academy – EYFS Understanding the World Progression. People and Communities/The Natural World

EYFS	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
<p>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.</p>				
<p>The Natural World – ELG:</p> <p>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.</p>				
<p>People, Culture and Communities – ELG:</p> <p>Children at the expected level of development will: - 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.</p>				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Geography Knowledge and skills	<ul style="list-style-type: none"> • Describe the immediate environment, using new vocabulary where appropriate. • Know the name of the road, and town that school is located in. 	<ul style="list-style-type: none"> • Find out about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared 	<ul style="list-style-type: none"> • Observe the natural world and how the seasons change, talking about the weather and seasonal features. • Note and record the weather. Use images and texts to share with children 	<ul style="list-style-type: none"> • Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. • Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

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	<ul style="list-style-type: none"> • Talk about a range of contrasting environments within their local region. 	<p>texts and other resources to bring the wider world into the classroom.</p> <ul style="list-style-type: none"> • Teach children about a range of contrasting environments within both their local and national region. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. 	<p>about the changing seasons.</p> <ul style="list-style-type: none"> • Explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping) • Model the vocabulary needed to name specific features of the world, both natural and made by people. 	
Sticky Knowledge	<ul style="list-style-type: none"> - Be able to describe their immediate environment, e.g. school, home. - Known the name of the school, the road it is on and the town we are in. - Contrast Nelson with another familiar local region. - Know and describe countries that they are familiar with, compare/contrast how they are different to Nelson. - Know the seasons and describe what happens in each of them. 			
Vocabulary	<p>Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now, Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural</p>			