

Geography in Early Years

Nursery:

- Understand position through words alone.
- Describe a familiar route.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception Class:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.

Early Learning Goals:

- Describe the 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.
- 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.

Early Years Geography Skills

- Locational and Place Knowledge
 - Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
 - Name the village the school is located in
 - Identify similarities and differences between places, drawing on my own 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.
- Manmade and Natural Geography
 - Model the vocabulary needed to name specific features of the natural world, both natural and manmade
 - Understand the effect of changing seasons on the natural world around them
- Geographical Skills and Fieldwork
 - Collect, analyse and communicate a range of data gathered through experiences of fieldwork
 - Use and draw information from a simple map
 - Look at aerial photos and comment on buildings, open space, roads and other simple features

Learning Opportunities in Early Years

- School indoor and outdoor environments eg garden, Forest school, Gruffland, mud kitchen
- Resources – car mats, pirate maps, beebots, small world toys and animals, globe, display pictures, tuffspot habitats eg desert, arctic, woodland, volcanoes, farm; beebots, recycling bin for sorting materials, weather board, windsock, windmills
- Seasonal timeline of events – eg Harvest, Fireworks, Birdwatch, May Day, Summer Fete
- Local places eg our street, library, church, post box, class trip
- Holidays – where did you go, how did you get there? What did you see, hear, smell, feel?
- Books/stories reflect diversity eg habitats, cultures, weather and environments
- Festivals and celebrations – eg International week, chinese new year,