

Geography in the Early Years Foundation Stage

Our golden threads are key concepts that drive our Geography curriculum design. Our golden threads are:

- Place
- Human
- Physical
- Explore
- Sustainability

Each golden thread addresses a key area of learning which is repeated as children move through our school.

As learning in EYFS is intrinsically linked to real and relevant experiences for our children, it is perfectly positioned to develop geography knowledge and skills through the people, places and world around our learners. Children see Geography each day as they learn to make sense of the world and move about within it. In early years, children learn about their immediate locality and we make full use of the wide range of areas around our school and grounds to support and enhance this. They also learn about familiar features such as houses, shops and farms, building on their everyday experiences, and engage in welly walks around the local community to develop their geographical awareness. They will travel to distant places and contrasting environments through carefully-chosen, quality stories and books. They engage in daily observations and discussions about the weather and how it affects their choices. Through Geography we aim to develop children's natural curiosity about the amazing world we live in and how important it is to look after it. This can be found across all the areas in the EYFS but links explicitly to two of the ELGs in particular:

Area of Learning	Early Learning Goal	
Understanding the World	People, Culture and Communities Human Explore	<ul style="list-style-type: none">• Describe their 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.
	The Natural World	<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of

	Physical Explore	<p>animals and plants.</p> <ul style="list-style-type: none"> • 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.
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Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills 	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <ul style="list-style-type: none"> • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle ○ human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	<ul style="list-style-type: none">• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.• Use a wide range of geographical sources in order to investigate places and patterns.• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
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Progression of Knowledge, Skills and Vocabulary in Geography

	EYFS	Years One and Two
Investigate Places	<ul style="list-style-type: none"> Know where they live Know how they travel to school Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching media Talking about places they have been to Talk about places in stories Using language that relates to place Recognise elements of their environment that are man-made and natural Make maps from stories Follow simple maps in play <p>Place Explore</p>	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. <p>Place Explore Human Physical</p>
Investigate Patterns		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. <p>Place Explore Human Physical</p>

Communicate Geographically		<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. ○ key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <p>Place Explore Human Physical</p>
Vocabulary	<p>environment, man-made, natural, land, water, past, present, change, map, village, town, country, road, street, address, farm, beach, mountain, river, weather, seasons</p>	<p>City, town, village, coastal, rural area, maps, atlas, globe, United Kingdom, continents, oceans, hot, cold, near, far.</p> <p>United Kingdom, country, seasonal, weather pattern, world, Equator, North Pole, South Pole, compass, directions, north, south, east, west, symbols, key.</p> <p><i>Use basic geographical vocabulary to refer to:</i> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.</p>

Progression of Knowledge, Skills and Vocabulary in Geography

Years Three and Four

Years Five and Six

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

Place
Explore
Human
Physical

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.

Place
Explore
Human
Physical

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Place
Explore
Human
Physical

- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

Place
Explore
Human
Physical

Investigate Patterns	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. <p>Place Explore Human Physical</p>	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. <p>Place Explore Human Physical</p> <ul style="list-style-type: none"> Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. <p>Place Explore Human Physical Sustainability</p>
Communicate Geographically	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. <p>Place Explore Human Physical</p>	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. <p>Place Explore Human Physical Sustainability</p>

		<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ◦ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p>Place Explore Human Physical Sustainability</p>
Vocabulary	<p>Physical, human, characteristics, counties, cities, United Kingdom, hills, mountains, cities, rivers, Europe, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Maps, atlases, globes, features, volcanoes, earthquakes, water cycle, settlements.</p>	<p>Analyse, statistics, conclusions, opinions of the characteristic features, fieldwork, random, systematic, observe, measure, record, significance, Tropics of Cancer, Capricorn, Arctic, Antarctic Circle, climate zones, biomes, vegetation belts.</p> <p>Geographical, aerial, topographical, patterns, North and South America, economic activity, trade links, eight points of a compass, four-figure grid references, Ordnance Survey, climate zones, population densities, height of land.</p>