



# PEMBRIDGE CE PRIMARY SCHOOL

Inspiring learning through faith and values

## EXPLORING GEOGRAPHY in the EYFS

Pembroke is a school where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our **teaching and learning** is of the highest quality, our whole community **flourishes** and we reflect all that is worthy of **praise**.

### How do we provide a foundation of geographical skills and knowledge in the EYFS?

| Developmental Matters<br>(linked to geography)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Early Learning Goals<br>(linked to geography)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Bridging to KS1<br>National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Specific learning to<br>Pembroke CE Primary School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How might this look like<br>in our Early Years provision?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Three-and-Four Year Olds:</b> <ul style="list-style-type: none"> <li>explore collections of materials with similar and/or different properties.</li> <li>talk about what they see, using a wide vocabulary</li> <li>show an interest in different occupations.</li> <li>Plant seeds and care for plants.</li> <li>Show interest in different Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> | <b>People, Communities and Culture:</b><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <b>The Natural World:</b><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul> | <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>locational knowledge</li> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge</li> <li>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.</li> </ul> <b>Human and physical geography:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> | <b>People, Communities and Culture:</b> <ul style="list-style-type: none"> <li>know that our school is in Pembroke and that Pembroke is a village.</li> <li>know that the local river is called the River Arrow.</li> <li>draw and read a simple map of our school, village or walk to school.</li> <li>compare the village of Pembroke with a local town or city.</li> <li>compare the weather in Pembroke to the weather in hot or cold countries through stories e.g. Lost and Found or Handa's Surprise.</li> </ul> <b>The Natural World:</b> <ul style="list-style-type: none"> <li>explore the school grounds through Forest School and gardening sessions.</li> <li>Draw objects in our environment or when on walks.</li> <li>compare Pembroke to other environments in the UK – either a city visit to</li> </ul> | <b>People, Communities and Culture:</b> <ul style="list-style-type: none"> <li>walks within our village to the church, play area or river.</li> <li>creating different maps: story maps, treasure maps or maps of our local area including symbols, labels and pictures.</li> <li>using directional language in Maths, PE or while making an obstacle course.</li> <li>look at the houses in our local area and compare these to different types of housing around the world. Building structures in the construction area.</li> <li>share information about and experience festivals from around the world.</li> <li>explore countries on our class globe.</li> <li>talk about holidays we have been on, places we have visited or places some of our family may live in.</li> </ul> <b>The Natural World:</b> <ul style="list-style-type: none"> <li>planting, cooking and eating our own vegetables.</li> </ul> |

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| <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• talk about members of their immediate family and community</li> <li>• draw information from a simple map.</li> <li>• understand that some places are special to members of their community.</li> <li>• recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• recognise some similarities and differences between life in this country and life in other countries.</li> <li>• explore the natural world around them.</li> <li>• describe what they see, hear and feel whilst outside.</li> <li>• recognise some environments that are different to the one in which they live.</li> <li>• understand the effect of changing seasons on the natural world around them.</li> </ul> | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <ul style="list-style-type: none"> <li>• 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul> | <p>Birmingham or talking about the seaside.</p> <ul style="list-style-type: none"> <li>• compare contrasting environments through stories or questions e.g. Could I have a polar bear as a pet?</li> <li>• compare and experience different seasons over the year.</li> <li>• make observations of the local trees and plants as the seasons change.</li> </ul> | <ul style="list-style-type: none"> <li>• tasting food from around the world.</li> <li>• minibeast hunts</li> <li>• river dipping</li> <li>• painting in the outdoor environment.</li> <li>• look at aerial views of places on maps, Google Earth, globes.</li> <li>• create different environments in the small world area.</li> <li>• weather charts.</li> <li>• Forest School sessions</li> <li>• experience the weather through shadow making, a wind activity day, snow days.</li> </ul> |
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