



## EYFS Long Term Plan:-Understanding the World (Geography)

Educational Programme	<p><b>Understanding the World</b></p> <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 will support later reading comprehension. Non-fiction books, 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.</p>		
Characteristics of Effective Learning	<p><b>Playing and Exploring</b></p> <p>Children investigate and experience things, and 'have a go'.</p> <p><b>Active Learning</b></p> <p>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p><b>Creating and Thinking Critically</b></p> <p>Children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>		
	Autumn 1	Spring 2	Summer 2
Development Matters	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise some environments that are different from the one in which they live .</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>

	<p>Recognise some environments that are different from the one in which they live</p> <p>Understand that some places are special to members of their community.</p>	Describe what they see, hear and feel whilst outside.	Draw information from a simple map
Early Learning Goal	<p><b>Understanding the World – People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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>		
	<p><b>Autumn 1</b></p> <p>Exploring Maps</p>	<p><b>Spring 2</b></p> <p>Outdoor Adventures</p>	<p><b>Summer 2</b></p> <p>Around the World</p>
Key Vocabulary	<p>Above, aerial, bird's eye view, building, car park, direction, feature, field, find, house, identify, journey lake, look, map, park, path, photograph, pirate, river, road, route, search, town, treasure, village</p>	<p>Acorn, autumn, bark, bent, big, bright, colour, dark, dry, feather, feel, flower, freezing, frosty, gentle, hard, hot, leaf, long, look, loud, notice, observe, rain, rough, see, seed, short, snow, soft, small, smell, sound, sour, spiky, spring, straight, summer, sun, sunny, sweet, tickly, touch, twig, wet, winter</p>	<p>Beach, blizzard, building, bus stop, cactus, camel, church, city, cottage, countryside, desert, explorer, farm, field, flats, forest, hill, ice, lamp post, land, map, mountain, palm tree, pond, playground, polar, post box, postcard, rainforest, river, roundabout, sand dune, scientists, snow, storm, tractor, travel, village, waterfall, weather</p>

*Martha Maps It Out by Leigh Hodgkinson.*

*Pirates Love Underpants by Claire Freedman.*

*The Treasure of Pirate Frank by Mal Peet and Elspeth Graham.*

*Katie Morag Delivers the Mail by Mairi Hedderwick.*

*The Jolly Postman by Janet and Allan Ahlberg.*

*Maps by Aleksandra Mizielinska.*

*Me on the Map by Joan Sweeney.*

*Let's Go for a Walk by Ranger Hamza.*

*Rosie's Walk by Pat Hutchins*

*Let's Go for a Walk' by Ranger Hamza.*

*We're Going on a Leaf Hunt by Steve Metzger.*

*A Walk in the Woods by Flora Martyn.*

*All the Water in the World by George Ella Lyon.*

*The Tiny Seed by Eric Carle.*

*This is How We Do It by Matt Lamothe.*

*One Day, So Many Ways by Laura Hall.*

*Over and Under the Snow by Kate Messner.*

*Children Just Like Me: A New Celebration of Children Around the World by DK.*

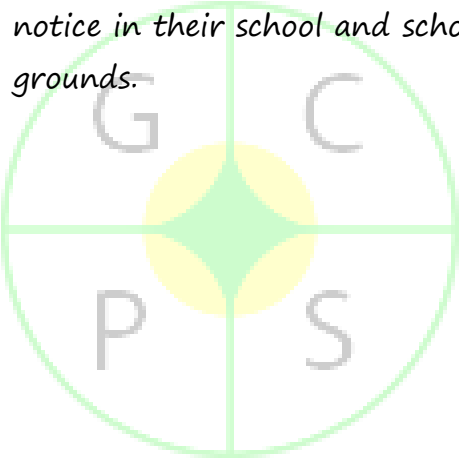
*One World, One Day by Barbara Kerley.*

*Atlas of Adventures by Rachel Williams and Lucy Letherland*



	<p>inaccurately (sea/ocean, lake, river, pond)</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>To know that a map is a picture of a place.</p> <p>To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>	<p>To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions.</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>To know that a place and its features can be represented in a picture</p>	<p>even if used inaccurately (hill, field, building, road, house, old).</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>To know that a map is a picture of a place.</p> <p>To know that a place and its features can be represented in a picture</p>
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<p><b>Key Skills</b> <b>Disciplinary</b></p>	<p><b>Locational Knowledge</b> Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p> <p><b>Place Knowledge</b> Discussing how environments in stories and images are different to the environment they live in.</p> <p><b>Human and Physical Geography</b> Making observations about the features of places (in stories, photographs or in the school grounds/local area).*</p>	<p><b>Locational Knowledge</b> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p><b>Place Knowledge</b> Discussing how environments in stories and images are different to the environment they live in.</p> <p><b>Human and Physical Geography</b> Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).</p>	<p><b>Locational Knowledge</b> Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p><b>Place Knowledge</b> Discussing how environments in stories and images are different to the environment they live in.</p> <p><b>Human and Physical Geography</b> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p>
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<p><b>Geographical Skills and Fieldwork</b>  Ask questions about the world around them.  Commenting on the features they see in their school and school grounds.  Answering simple questions, guided by the teacher.  Drawing some of the features they notice in their school and school grounds.  Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.  Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.  Beginning to use modelled directional vocabulary when describing features in the surrounding environment.  Recognising features on maps (real or imaginary).  Draw real or imaginary maps even if features are indistinguishable.</p>	<p><b>Geographical Skills and Fieldwork</b>  Ask questions about the world around them.  Commenting on the features they see in their school and school grounds.  Answering simple questions, guided by the teacher.  Drawing some of the features they notice in their school and school grounds.</p> 	<p><b>Geographical Skills and Fieldwork</b>  Answering simple questions, guided by the teacher.  Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.  Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.  Recognising features on maps (real or imaginary).</p>
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