

Padstow School
Understanding the World - Geography - in the EYFS 2022-23

| | Development Matters | ELG | How this achieved in EYFS | Sticky Knowledge: By the end of EYFS the children will know... |
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| Understanding the World | <p>Nursery:</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception:</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities | <p><u>ELG People and Places</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. | <p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> Look at where we live, describe features we see on the way to school. Draw my route to school. Explore the school, where are the different rooms in relation to one another. What happens in each room? Explore the school grounds, look at features of our school environment. Look at maps of Padstow (paper, Digimap and Google Earth) explore and discuss the features found on local maps. Discussing where we were born and where our extended family live using world maps/globes for support. <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> Exploring school's grounds and observing seasonal changes in the Autumn. Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations. Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. Explore harvest time in the UK and farming at harvest time. | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> I know where I live, (Padstow/Cornwall) I know some of the features of my immediate environment. I know the name of my school and can say some of the things I pass on my way to school. I know some of the people who work in my community and what they do. I know the names of the four seasons. I know the main features of the weather in each of the seasons. I know that not all places in the world are the same. I know some of the animals and plants that live and grow around me. I know what harvest is. I know some of the festivals that are celebrated around the world. I know that different foods are grown around the world. |

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| | <p>and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. | <p><u>ELG The Natural World</u></p> <ul style="list-style-type: none"> • 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 to them in class. • Understand some important processes and changes | <ul style="list-style-type: none"> • Observe seasonal weather changes and longer nights in the autumn compared to the summer. • Observe and explain decomposition of pumpkins <p><i>Festivals:</i></p> <ul style="list-style-type: none"> • Explore festival origins/celebrations across the world, using a world map/globe. <p><u>Spring Term:</u></p> <p><i>Seasonal Changes – Winter & Spring:</i></p> <ul style="list-style-type: none"> • Exploring schools' grounds and observing seasonal changes in the winter/spring. • Explore compare/contrast our environment with polar regions. • Observe seasonal weather changes in the winter/spring (ice exploration) • Observe, question and draw spring plants/spring growth. • Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. • Conduct Winter/Spring walk around School grounds. <p><i>Food:</i></p> <ul style="list-style-type: none"> • Exploring food from around the world using world maps and Google. • Discover, compare and contrast food produce/grown in different climates around the world. | <ul style="list-style-type: none"> • I know that London is the capital of England. • I know some animals from different parts of the world. <hr/> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Padstow, Cornwall, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa • Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map • Harvest, seasons, Autumn, Winter, Spring, Summer, weather • Farm, beach, countryside, moors |
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| | | <p>in the natural world around them, including the seasons and changing states of matter.</p> | <p><i>Around the world:</i></p> <ul style="list-style-type: none">• Explore compare/contrast our environment with Australia, polar regions and Africa.• Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.• Knowing where different animals come from.• Explore, compare, contrast and discuss life, living and schools in UK and Africa. <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none">• Introduce London as the capital of England.• Name features around the UK (farm, beach, mountains, woodland etc). <p><u>Summer Term:</u></p> <p><i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none">• Exploring schools' grounds and observing seasonal changes in the summer.• Observe seasonal weather changes in the summer• Explore, observe and identify UK minibeasts. | |
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