St Peter's Brafferton
C of E (VA) Primary School

Let our Light Shine

Geography EYFS Curriculum Map

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 school trips to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, 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 will support later reading comprehension.

In the EYFS settings at St Peter's Brafferton we have a carefully planned curriculum to ensure that early geographical skills are integrated through our topic, provision and in some cases direct adult teaching.

	Geography Strands			
	Locational and Place Knowledge	**Human and Physical Processes**	**Geographical Skills and Fieldwork**	**Environmental Impact**
End point 2-3 Year old	Make connections between the features of their family and other families Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Explore and respond to different natural phenomena in their setting and on trips. Notice differences between people	Explore and respond to different natural phenomena in their setting and on trips.	Explore natural materials, indoors and outside.
End point 3-4 year olds	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos =	Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Talk about what they see, using a wide vocabulary. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Begin to understand the need to respect and care for the natural environment and all living things

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Reception (DM and Curricular goals and ELG)	Recognise some environments that are different to the one in which they live. 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.	Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them. 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;	Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps Select, rotate and manipulate shapes to develop spatial reasoning skills	Explore the natural world around them. Describe what they see, hear and feel when outside. Use new vocabulary in different contexts.
How is Geography taught in Helperbees? **Themes and possible lines of enquiry**	Helperbees Autumn Year A (Traditional tales, Animals, Festivals) Helperbees Spring Year A (Dinosaurs, changes and seasons) Helperbees Summer Year A (transport and vehicles and books/authors)		Helperbees Autumn Year B (Nursery rhymes, farms) Helperbees Spring Year B (Adventure and families) Helperbees Summer Year B (Animals and under the sea)	
How is Geography taught in Reception? **Themes and possible lines of enquiry**	**Themes and possible lines of enquiry** Reception Autumn Year A (All about me & festivals) Reception Spring Year A (People who help us & spring and plants) Reception Summer Year A (Amazing Animals and Transport)			
What Geography looks like in Year: Geography Objectives	Year A	**Local Area** **Enquiry question: Where are we in the World?**	**Weather (physical features)** **Enquiry question: What is the weather like in the UK?**	**Around the World (Locational knowledge)** **Enquiry question: What is it like to live in Shanghai?**

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(See progression map for Geography Strands)	Year B	Around the World (Place Knowledge) Enquiry Question: What is it like to live in Nairobi (Kenya)	Forest School (Geographical Skills and Fieldwork with Seasons) Enquiry Question: Can we map our forest school and observe seasonal changes	Local (Locational Knowledge) Enquiry Question: What is it like to live in a village compared to a city (York)?
What you may see in provision or the routines of the day	- Maps/atlases in provision - World maps - Learning about festivals - Engaging in natural phenomena like weather - Discussion/activities about where we live - Trips out and Forest School - Exploring countries around the world - Provision of high-quality books including countries, people and authors from around the world			
Vocabulary	- Positional language – under, on top, near - Weather- hot cold, sunny, rainy, windy, cloudy, snow - Map - Live - Where - World			