

What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
<b>That positional language and directions can tell us where to go;</b>	<p>That directions can be followed and lead to different places</p> <p>That directions can be verbal, pictorial or written</p>	<p>Follow simple directions (Up, down, left/right, forwards/backwards)</p> <p>Follow directions with a small toy</p> <p>Direct a friend from point A to B using positional language</p>
<b>That where they live is unique to them (and their family)</b>	<p>That every house has its own address</p> <p>Know that more than one house is in a village or town</p>	<p>Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> <p>Talk about where they live</p>
<b>That there are key words/vocabulary associated with human and physical geography ;</b>	<p>Know simple vocabulary to label visible features of the area around them.</p> <p>Explore the local area for both the built and the natural environment.</p>	<p>Talk about the area they are in, describing what they can see.</p> <p>Express their opinions on natural and built environments.</p>
<b>That the world is made up of different countries;</b>	<p>The four countries of the United Kingdom</p> <p>The country that they live in</p> <p>That not all countries in the world are the same</p>	<p>Talk about the different countries of the UK</p> <p>Be able to comment on the country they live in</p> <p>Able to compare and say what is the same/different about a countries physical or human geography</p>
<b>We need to change what we do/wear in response to the climate;</b>	<p>That weather changes according to the seasons and where we are in the world</p> <p>That we need to dress accordingly to keep ourselves safe</p>	<p>Comment on how what we wear changes with where we are</p> <p>Choose the correct clothes for certain activities such as play in the woods.</p>
<b>Use a range of sources such as simple maps, photographs, magnifiers.</b>	<p>What a map looks like</p> <p>That a map is about a place</p> <p>That signs and symbols can tell us about a place</p> <p>That the signs and symbols usually represent an object that does not move (although in story maps this is interpreted differently e.g the hay stack in Rosies walk ...)</p>	<p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Be able to talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps</p> <p>Be able to find land and sea on a map.</p> <p>Follow a simple map of a familiar place</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, 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.

#### ELG: People, Culture and Communities

Children at the expected level of development will: -

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

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;

- 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 ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.