

What does Geography look like in EYFS?

Understanding the World	Provision at Wychwood which is embedded across the year:
<p>ELG areas that link to Geography:</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.</p> <p>-Understand some important processes and changes in the world around them including the seasons and changing states in matter.</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<ul style="list-style-type: none"> • In Term 1 we look at the season of Autumn and how we can recognise signs of Autumn. • In Term 2, we look at animals that live in polar regions and talk about features they have that enable them to live there e.g. blubber, camouflage. We compare this to animals living in the UK. • In Term 2, we look at where Inuit people live and compare to our village, talking about the similarities and differences. • We continue to look at the seasons as winter approaches and compare this back to Autumn. • We do a daily weather chart and discuss the weather each day. We use this to pose questions such as 'can it be hot when it is sunny in winter?' etc. • We use the season of winter and our Forest School site to discuss the meaning of evergreen trees and spot these on our school site. • We use the season of winter to talk about how it affects our environment and which animals might need help over winter. • We read stories about animals that hibernate over winter. • In winter, we carry out different ice experiments in the garden and talk about how we can get the ice to melt more quickly. We discuss how water freezes at 0 degrees and introduce the concept of minus temperatures when there is snow/ice. • We look for signs of spring approaching, such as snowdrops emerging at our Forest School site. We use watercolour pencils to draw pictures of the snowdrops and daffodils. • We use the season of winter and use this as an opportunity to talk about the weather in each season, for example on a cold wintery day – is it summer if the sun is shining? We introduce the word temperature. • Each week at Forest School, we compare the changes to the previous week, thinking about looking at our clothing, how we feel and what we can see. • At Forest School, we look at signs that Spring is here and we do observational drawings of daffodils and snowdrops. We talk about the other things that happen in Spring – animal babies being born, blossom on trees, animals out of hibernation etc. • In Term 3, we begin by looking at our immediate environment – school and the FSU garden and create simple maps of this. We discuss the meaning of a key. We then look at our local area and go on a hunt to spot key signs of our local area -the park, the post office etc.

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	<ul style="list-style-type: none"> • In Term 3 we look at Australia and we compare it to the UK. We talk about the different regions in Australia such as the outback and Great Barrier Reef. We discuss how the seasons are at different times and when it is day here, it is night here. We think about how our environment is different to Australia and why. • In Term 3, we introduce our 'round the world stories'. Each Monday we end the day by looking at a story based in a different country. We share some information about this country e.g. flag, famous things to come from that country and its location on the globe. This book is then placed in our 'round the world' stories box in our story area alongside a map that shows the country so that children can enjoy reading these books independently. • In Term 4 we talk about dinosaur habitats. We name the different habitats and talk about whether we have these habitats on planet Earth now e.g. the plains. We discuss why certain dinosaurs lived in certain places and what made it desirable e.g. shelter, lots of food, warm etc. • In Term 6 we look at where our food comes from and spend time learning about food that is grown in the UK and food that grows abroad. We set the children a challenge with their families to look at the packaging on their food labels and they bring in these to share and we look at them on the globe. • We explore the idea of maps through treasure hunts when we incorporate the theme of pirates into our provision.
Links to KS1 Geography Curriculum.	<ul style="list-style-type: none"> • 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. • Understand geographical similarities and differences. • Use basic geographical vocabulary.