

## UNDERSTANDING THE WORLD – GEOGRAPHY ELEMENT (THE NATURAL WORLD AND PEOPLE, CULTURE AND COMMUNITIES STRAND)

### Intent

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.

### Relevant Development Matters Statements and ELGs

#### Reception – Development Matters

- Draw information from a simple map
- Recognise similarities and differences between life in this country and other countries
- Explore different environments to where they live

#### Early Learning Goals (ELG)

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

### Key Experiences

- Children study our classroom and outdoor areas and we make a class map linking to The Naughty Bus story.
- Topics include a visit to Manchester Airport and children look on DigiMaps to look at our route to the airport. Children then create a map of our trip around the visitor's park.
- During our topic on 'Places Near and Far' children compare and contrast geographical features of the landscape in the Arctic Circle/Australia and Manchester. Children also study the life of the Innu community and compare it to their own experiences.
- In our 'Looking After Our World' topic we cover our actions having an impact on our environment e.g. recycling

### What this looks like in an EYFS Environment

Children have access to books and photos that relate to different environments, drawing on their own experiences and current learning. Atlases and a globe are part of our continuous provision. Maps are displayed when relating to our current topic to inspire the children to make their own maps.



Our curriculum is underpinned by our RESPECT VALUES, which are covered throughout all subjects. The following values are exemplified in this subject:

**Resilience:** Via encouragement children are given opportunities to use and recall challenging new vocabulary

**Empathy:** Via discussions about life elsewhere, children are made aware of differences in landscape and culture.

**Positivity:** Children are positive about looking after our world and look at other communities and places in a positive way.

**Excellence:** Children are encouraged to try their best when accessing various activities relating to our topics

**Communication:** Opportunities to use new vocabulary when speaking in groups about experiences and opinions.

**Teamwork:** Lots of opportunities to discuss events and opinions with their peers and teachers.