



# FENISCOWLES PRIMARY SCHOOL

*Striving for Excellence*

## GEOGRAPHY EYFS - PROVISION OVERVIEW



<b>Understanding the World</b>
Explore and respond to different natural phenomena in their setting and on trips (physical features)
Use all their senses in hands-on exploration of natural materials (physical features)
Talk about what they see, using a wide vocabulary.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Begin to understand the need to respect and care for the natural environment and all living things.
Continue developing positive attitudes about the differences between people.
Draw information from a simple map.
Recognise some similarities and differences between life in this country and life in other countries.
Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.
Understand that some places are special to members of their community.
Describe what they see, hear and feel whilst outside (link to seasons).
Explore the natural world around them (physical features).
<b>ELG: The Natural World</b>
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 in class.
Understand some important processes and changes in the natural world around them, including the <b>seasons</b> and changing states of matter.
<b>ELG: People, Culture and Communities</b>
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 other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

<b>Literacy:</b>
Engage in extended conversations about stories, learning new vocabulary.
<b>ELG: Comprehension</b>
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
<b>Communication &amp; Language</b>
Use a wider range of vocabulary
Learn new vocabulary
Use new vocabulary through the day
Ask questions to find out more.
Use new vocabulary in different contexts.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<b>ELG: Listening, Attention and Understanding</b>
Make comments about what they have heard and ask questions to clarify their understanding.
<b>ELG: Speaking</b>
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

<b>Expressive Arts &amp; Design</b>
Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings (wide variety of music and songs from different cultures and historical periods).
Move & Dance to music/ respond emotionally and physically to music when it changes (sounds and music from diverse cultures).
Enjoy and take part in action songs (from different cultures and languages).
Explore the work of artists from across time and cultures.
Play instruments with increasing control to express their feelings and ideas (instruments from a range of cultures).
Listen attentively, move to and talk about music, expressing their feelings and responses (music from across the globe including traditional and folk music from Britain).
<b>Mathematics</b>
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’.

EYFS Geography Curriculum Links and Opportunities					
Autumn 1 I am special.	Autumn 2 What do we celebrate?	Spring 1 Who lives in a house like this?	Spring 2 New life and Changes.	Summer 1 Who wears a hat like this?	Summer 2 Going on our Holidays.
<ul style="list-style-type: none"> <li>Focus on ‘The Barefoot Book of Children’ looking at similarities and differences between life in this country and life in other countries. Link to other children who are starting school around the world. (Pen pal)( Locational knowledge)</li> <li>How is school different in other Countries? Do we share the same worries?( Locational knowledge)</li> <li>Daily weather updates – Select a monitor each day - Nursery rhymes, weather board. (Human and physical)</li> <li>Similarities and differences between ourselves and our peers. Notice differences between people. Expressing our</li> </ul>	<ul style="list-style-type: none"> <li>A focus on the story ‘Where the poppies now grow’ as we explore Remembrance. Discussions regarding the Countries who fought in the war- Germany, England etc.</li> <li>Invite wartime heroes into EYFS- children to pose questions linked to C&amp;L/ how the environment and world has since changed.</li> <li>‘Captain Tom’, Little people big dreams. Explore the life of Captain Tom – Small world and Tuff tray enhancements. (Human and physical)</li> <li>Expose children to a range of new vocabulary – aerodromes, barricades, trenches, rations.</li> <li>Children to explore our EYFS ration shop / Air-raid shelters/</li> </ul>	<ul style="list-style-type: none"> <li>Observe and record changes in the weather. What is happening to the trees/our surroundings? What clothing do we need to start wearing? (Weather monitor)</li> <li>What type of house do you live in? Can you describe it? (Locational knowledge)</li> <li>A focus on Iggy Peck the Architect exposing children to new vocabulary – Sphinx, St Louis Arch. What are they? Would we see them in our local area? Why not?</li> <li>A map to show Iggy Pecks journey – Build within the Construction provision.</li> <li>A walk around the local area looking at houses, what is the same? What is different?</li> </ul>	<ul style="list-style-type: none"> <li>Discussions regarding the short-term changes when observing the growth of our caterpillars. (Display respect and care for the natural environment and all living things.)</li> <li>Mini Beast hunt around the school grounds – Directional language. Children to create their own YouTube clips of their hunt.</li> <li>A map to show the Hungry caterpillars Journey.</li> <li>Provide children with iPads to take on their bug hunt - Children to take photos of interesting things and explain what the photos show.</li> <li>Fieldwork looking at flowers and growth (stem, petals).</li> </ul>	<ul style="list-style-type: none"> <li>A visit to our local shop – Link back to the ration shop in our Remembrance topic.</li> <li>Story - The Queen’s Hat –and The Queen’s Jubilee – A focus on the Queen / The Monarchy.</li> <li>Focusing on the flags outside Buckingham Palace. Can we draw them? Research different flags and discuss similarities/differences.</li> <li>A focus on Coco Chanel – Little people big dreams text. Encourage children to talk about the lives of people around them and their roles in society. (Human and physical)</li> <li>Who wears a hat like this? Organising hats into different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on ‘The Naughty Bus’, ‘All aboard the London Bus’ ‘London’ core texts taking us around London Landmarks – Transport- Map drawing of the Naughty Bus’ journey around London.</li> <li>Exploring different countries with the help of ‘Violet the Pilot’ – Have you travelled on holiday before? Where have you been? How does this differ to where we live? (Discussions about the Holiday Destinations- children to bring in holiday pictures)</li> <li>Focus on stories - One day on our blue planet – Rainforest / Savannah.</li> <li>Discuss changes in weather from varying seasons / countries. - Express opinions</li> </ul>

<p>own views and opinions - (Human and physical)</p> <ul style="list-style-type: none"> <li>• Focus on 'All kinds of families' by Henn looking at different families around the world. Class discussions regarding life in other Countries around the world. (Place knowledge)</li> <li>• Pumpkin Soup – Creating an Autumnal Soup and taking on our local area walk. Looking at the Trees, collecting leaves and sorting autumnal objects. (Geographical skills and fieldwork)</li> <li>• Invite in parents and families to EYFS for all about me stay and learn sessions.</li> </ul>	<p>build barricades within the outdoor provision. Do you still see these around? What do we see instead?</p> <ul style="list-style-type: none"> <li>• Mark making maps of our local area walk (take clipboards)</li> <li>• Expressive Arts – Winter window pictures observations of our walk.</li> <li>• Building Snowmen etc discussions regarding seasonal changes.</li> <li>• A focus on 'Binny's Diwali' learning about different cultures around the world and forming an understanding. What do we celebrate? (Diwali continuous provision enhancements)</li> </ul>	<p>Encouraging children to discuss amongst each other. Sketch and observe different houses (Big, small, short)</p> <ul style="list-style-type: none"> <li>• Looking at houses from different areas – Pictures of the local area and a contrasting area- What is the same? Can we spot the difference?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions regarding Spring and seasonal changes – Compare and contrast the pictures from our Autumn/Winter Walk.</li> <li>• Introduction into new vocabulary - participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary – egg mass, pupa. Larva, chrysalis, adult emerges.</li> </ul>	<ul style="list-style-type: none"> <li>• Write to Selfridges/become fashion designers. Design clothes for varying seasons. Winter/Summer/Spring/Autumn and discuss similarities/differences.</li> <li>• How have shops developed over time? Look at past/present.</li> <li>• People who help us in our community – invite into our setting.</li> </ul>	<p>about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <ul style="list-style-type: none"> <li>• Pen-Pals with Children around the world (Barefoot Book of Children)</li> <li>• School trip to Blackpool – use basic geographical vocab to refer to key physical features including: beach, sea, season, weather. (Human and physical)</li> <li>• How does London differ to Blackpool? How is it the same?</li> </ul>
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### Further possible continuous provision/enhanced provision activities linked to Geography

Tuff trays linked to Seasons of the year  
Weather board - Seasonal changes in our provision  
Clothes Rail – linked to seasons  
Construction area – famous buildings in other countries  
Bug hotel  
Planting  
Role play travel agents, airport, garden centre.  
Using basic directions, maps around school  
Google earth – looking at where we live and making comparisons  
Globes  
Basic atlas available in reading area  
Books about other countries of interest  
Habitats (Small world area – Animals)  
Investigation Station  
Curiosity cube  
Beebots – directional language  
iPads/talking tins for childrens observations/chance for children to take photos.  
Observation Station  
Eye-Spy zone – Similarities and differences  
Small world Area  
Loose Parts zone