



## FULFEN PRIMARY EYFS CURRICULUM DESIGN

**National  
Curriculum  
Subject**

### **Geography**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Pupils should be taught:**

**Locational knowledge**

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Key Stage 1**

**Human and physical geography**

- 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

**Use basic geographical vocabulary to refer to:**

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3

	<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p><b>EYFS Educational Programme</b></p>	<p><b>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.</b></p>
<p><b>INTENT</b></p>	<p><b>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</b></p> <p><b>In Early Years we support children’s fascination and interest in their surroundings and the world in which they live by:</b></p> <ul style="list-style-type: none"> <li>• Encouraging an appreciation of the natural world and recognising its similarities and differences.</li> <li>• Fostering a sense of wonder about the world in which they live.</li> <li>• Developing an appreciation of other people, their communities and their traditions.</li> <li>• Enhancing children’s sense of responsibility for the care of their own environment and the impact it has on the whole world.</li> </ul>
<p><b>Knowledge (What we want children to know)</b></p>	<p><b>PLACES</b></p> <p><b>My Community</b></p> <ul style="list-style-type: none"> <li>• Where I live.</li> <li>• The key features of where I live.</li> <li>• About the significant places within my community.</li> <li>• How to get from one key place to another.</li> <li>• The vocabulary I need to use to direct others.</li> </ul>

	<p><b>My Country</b></p> <ul style="list-style-type: none"> <li>• The capital city of the country I live in.</li> <li>• The different key features of cities, towns and villages.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• The names of some of the different countries around the world.</li> <li>• Different countries have different key features.</li> <li>• How countries are connected.</li> <li>• How to travel between countries.</li> </ul> <p><b>PEOPLE</b></p> <ul style="list-style-type: none"> <li>• I know have different customs and traditions.</li> <li>• People in different countries have different customs and tradition.</li> </ul> <p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• I know about different weather conditions in the UK.</li> <li>• There are four seasons and the key features of them.</li> <li>• The key features of different climates around the world.</li> <li>• Some simple things I can do to help look after the planet.</li> <li>• Human actions can help or destroy the planet.</li> </ul>
<p><b>Skills: (What the children are learning to do)</b></p>	<p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>• Notice.</li> <li>• Measure.</li> <li>• Ask questions.</li> <li>• Record.</li> <li>• Compare similarities and differences.</li> <li>• Use my senses.</li> <li>• Gather information from different sources.</li> <li>• Draw, read and follow maps.</li> <li>• Express opinions.</li> <li>• Explain.</li> <li>• Describe.</li> </ul>

<p><b>IMPLEMENTATION</b></p>	<p>Geography is valued and promoted through direct teaching, purposeful learning opportunities and first-hand experiences.</p> <p>We use planned themes alongside first-hand experiences and unplanned moments that present themselves, to talk about places, communities and the natural world, to develop an appreciation of the world in which they live.</p> <p>These include where they live and their school, their local community and interesting local places.</p> <p>For each theme we have identified the geographical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.</p> <p>Within the provision we ensure that children have constant access to world and local maps and globes and understand how to use them.</p> <p>We make connections with children’s first-hand experiences to exemplify where children live, where they have visited, holidays they have had, wider global events and countries they have found out about.</p> <p>Children are encouraged to expand their knowledge of the natural world by taking every opportunity to explore and experience the outdoors.</p> <p>Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing, and comparing similarities and differences and expressing opinions.</p>
<p><b>Key Vocabulary</b></p>	<p><b>environment, place, world, country, globe, map, features, road, village, town, city, road, community, season, change, religion, culture, tradition</b></p>

<b>EYFS Topics/themes:</b>	<b>Pre-School</b>	<b>Reception</b>
	Ourselves Celebrations Happily Ever After People Who Help Us Holidays Plants and Animals Seasons	Marvellous Me Let's Celebrate It's a Wonderful World Once Upon a Time All Creatures Great and Small Holidays Commotion in the Ocean
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• <b>Where do I live? Which country/county/town/road?</b></li> <li>• <b>What is my address?</b></li> <li>• <b>What can be found in my local area?</b></li> <li>• <b>How is the area where I live same/different to other areas?</b></li> <li>• <b>Where is the land/sea on the globe/a map of the world?</b></li> <li>• <b>What are the different oceans called?</b></li> <li>• <b>How many different oceans are there?</b></li> <li>• <b>Where are different places on a world map? (Britain/France/Arctic/Antarctic/China)</b></li> <li>• <b>What is it like at these different places?</b></li> <li>• <b>How are these places the same/different to where I live?</b></li> <li>• <b>What seasonal changes occur during the year?</b></li> <li>• <b>Where in the world does different types of food grow?</b></li> <li>• <b>Where are different stories set? What are these places like?</b></li> <li>• <b>Where do different minibeasts live? What are these habitats like?</b></li> </ul>	
<b>IMPACT</b>	<p>By the end of Foundation Stage children will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about what it is like to live in this country.</li> <li>• Talk about what it is like to live in another country.</li> <li>• Use a simple map to find out information.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Talk about the key features of different places and different countries.</li> <li>• Talk about the key features of the country they live in.</li> <li>• Talk about the similarities and differences between people’s religions and cultures.</li> <li>• Compare similarities and differences.</li> <li>• Talk about where they live and the key features of the local environment.</li> </ul>
<p style="text-align: center;"><b>Early Learning Goals</b></p>	<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></li> </ul> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></li> <li>• <b>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;</b></li> <li>• <b>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.</b></li> </ul> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them, making observations and drawing pictures of animals and plants;</b></li> <li>• <b>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;</b></li> <li>• <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></li> </ul>

Find further information on how Geography is taught at Fulfen Primary School on this page: [Geography](#)