



Geography
Educational Programme – Understanding the World

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.

	Before starting reception, children should be able to...	During reception, the children will learn to...	By the end of reception, children should be able to...
Understanding the World	<ul style="list-style-type: none"> • 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. • Use all their senses in hands-on exploration of natural materials. 	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • 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. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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 seasons.
Maths	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 		

Geography

Transition from Reception to Y1

Relevant Early Learning Goals	Y1 National Curriculum Objective
<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none">• 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.	<p>Geography</p> <p>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 observations, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none">• 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. <p>Place Knowledge</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <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.• 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. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.• Use simple compass directions (North, South, East, 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.

- 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.
- 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.