Early Years Foundation Stage

Understanding the World

Understanding the World is a specific area and consists of:

People and Communities
The World
Technology

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring

- active learning

- creating and thinking critically

Curriculum 2014 - Geography

Purpose of study

A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the information and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Understanding the World – Steps

Development matters in the Early Years Foundation Stage (EYFS)		
Specific area: Understanding the World		
	Aspect People and Communities	**Aspect The World**
Birth – 11 months	*The beginnings of understanding of People and communities lie in early attachment and other relationships. See* Personal, Social and Emotional Development *and* Communication and Language.	Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.
8-20 months	***(The same as above)***	• Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.
16-26 months	• Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people.	• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot.
22-36 months	• Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from others.	• Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment.

Development matters in the Early Years Foundation Stage (EYFS)		
Specific area: Understanding the World		
	Aspect People and Communities	**Aspect The World**
30-50 months	• Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.
40–60+ months	• Enjoys joining in with family customs and routines. **Early Learning Goal** **Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and** **differences between themselves and others, and among families, communities and traditions.** **Early Learning Goal** **Children**	• Looks closely at similarities, differences, patterns and change. **Early Learning Goal** **Children know about similarities and differences in relation to places, objects, materials and living things.** **They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about** **changes.**

National Curriculum 2014 – Target Tracker Statements or Web links

Geography				
	Locational	**Place**	**Human and Physical**	**Skills**
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	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 areas.	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.	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 vocab. 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.	Use world maps, atlases and globes to identify U.K. and it 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 (e.g. 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.

MINIMUM EXPECTED STANDARDS – By the end of Year 1 most pupils should be able to:				
	Locational	**Place**	**Human and physical**	**Skills**
	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Identify the UK and the countries where members of the class come from.	Observe and describe the human and physical Geography of a small area of the U.K.	Identify seasonal/daily weather patterns in the UK. Use basic geographical vocab. To refer to key physical and human features of their school and its grounds and of the surrounding environment.	Use world maps, atlases and globes to identify the U.K. and its countries. Use locational and directional language (e.g. near, far, left and right) to describe the location of features and routines on a map. Use photographs to recognise landmarks And basic human and physical features; Devise simple picture maps. 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 e.g. note taking, videoing, data collection, sketches, observations.

Geography National Curriculum 2014				
	Locational	**Place**	**Human & Physical**	**skills**
Band 2 Beginning Beginning+ Within Within+ Secure Secure+	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 areas.	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.	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 vocab. 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.	Use world maps, atlases and globes to identify U.K. and it 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 (e.g. 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.

MINIMUM EXPECTED STANDARDS – By the end of Year 2 most pupils should be able to:				
	Locational	**Place**	**Human & Physcial**	**skills**
	Name and locate the world's 7 continents and 5 oceans. Understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Recap on the UK and the countries where members of the class come from.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K. and of a small area in a contrasting non-European country.	Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify the human and physical features of the two localities studied.	Use world maps, atlases and globes to identify the Continents and Oceans studied at this key stage. 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 when Studying their school and surrounding areas. Use simple fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops. Use simple compass directions (North, South, East and West) to describe the Location of features and routes on a map.

	MINIMUM EXPECTED STANDARDS – By the end of Year 3 most pupils should be able to: (SEE NATIONAL CURRICULUM 2014 KEY STAGE 2 OBJECTIVES FOR BAND 3)			
	Locational	**Place**	**Human & Physical**	**Skills**
	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. - Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). - Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.	Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capric orn. - Compare a region of the UK with a volcanic region e.g. Identify similarities and differences between this region and a region of the UK.	Study of volcanoes – causes, effects etc. Locate places in the world communicate in different ways Draw diagrams, produce writing and use the correct vocabulary Ask and answer questions about the effects of volcanoes. Discuss - Study how human Geography has changed over time.	Understand the 8 compass points and use them to explain/identify points on a map. - Fieldwork project: Plan a tour Map/ plan of the school and the main geographical features you would see identified, with a key. Take digital photographs Undertake environmental surveys