



Bunwell Primary School EYFS People and Communities Geography Plan 2021-2023



In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

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.

EYFS UW People and Communities/The Natural World (Geography) Skills

Locational knowledge	Geographical skills and fieldwork	Place Knowledge	Manmade and natural geography
<ul style="list-style-type: none"> Describe the immediate environment, using new vocabulary where appropriate. Know the name of the road, and town that school is located in. Talk about a range of contrasting environments within their local region. 	<ul style="list-style-type: none"> Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. 	<ul style="list-style-type: none"> Find out about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Teach children about a range of contrasting environments within both their local and national region. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. 	<ul style="list-style-type: none"> Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons. Explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping) Model the vocabulary needed to name specific features of the world, both natural and made by people.

Development Matters

Three- and Four-Year Olds

- Continue developing positive attitudes about the differences between people
- Begin to understand the need to respect and care for the natural environment and living things
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception

- 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 from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Vocabulary

Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural

ELG: People, Culture and Communities (Statutory)

Children at the expected level of development will:

- 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 life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Autumn 1 2021		Autumn 2 2021	
Dinosaurs		Autumn/Winter/Celebrations	
<ul style="list-style-type: none"> • What are the features of Earth during dinosaur times? • How did the environment differ to now? 		<ul style="list-style-type: none"> • Can I find countries from a story on a world map? • Learning about different celebrations, can I find the countries on a map that these celebrations originated from? • What is the weather like now? • What do I need to wear? 	
Spring 1 2022		Spring 2 2022	
Growing (all about me)		Growing (animals and plants)	
<ul style="list-style-type: none"> • Where do I live? • Where is my school? • What is it like here? • What differences are around the school environment? 		<ul style="list-style-type: none"> • What features of countryside can I see? • How is the countryside different to a town? • What is the weather like now? • How has it changed? • How can I draw a map of my story? • What is this habitat/environment like? How is it different? What are the features? What is it like to live here? • How is farming different in other countries? How is the life of farmers different in different countries? 	
Summer 1 and 2 2022			
People who help us			
<ul style="list-style-type: none"> • What is the weather like now? How has it changed? • How can I draw a map of my story? • How is life different for emergency services in different counties? 			

Autumn 1 2022		Autumn 2 2022	
Everyday life		Light and Dark	
<ul style="list-style-type: none"> • Where do I live? • Where is my school? • What is it like here? • How is Bunwell different to Norwich? • What can I see on an aerial map of the Bunwell? • What do you see when walking to school? How might this be different to children in other countries? 		<ul style="list-style-type: none"> • What is it like on the moon? How is it different to Earth? • How do we move around Earth? How do we move around space? • How do day/night views of the Earth from space differ? Why? • What can you see outside in the dark? What about in the day? • What is the weather like now? What has changed outside? 	
Spring 1 2023		Spring 2 2023	
Pirates		Ticket to Ride	
<ul style="list-style-type: none"> • Where are the seas and oceans? • What's it like at the seaside? • What's it like on an island? What features can I see? • What symbols can I use on a treasure map? 		<ul style="list-style-type: none"> • What features of countryside, beach, town can I see on a train ride? • How are these places different? • What is the weather like now? • How has it changed? • How can I draw a map of my story? What symbols can I use? 	
Summer 1 2023		Summer 2 2023	
Nature Detectives		Once upon a time	
<ul style="list-style-type: none"> • What is this habitat/environment like? How is it different? What are its features? • What habitats do different creatures/animals live in? What's it like there? • What is it like to live here? 		<ul style="list-style-type: none"> • How can I draw a map of a traditional tale story? • How are the environments similar/different in different tales? 	