



## UTW Geography

Understanding the World	Development Matters	Birth to 5 Matters	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<b><u>Nursery</u></b> <ul style="list-style-type: none"><li>• Make connections between the features of their family and other families. Notice differences between people.</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Show interest in different occupations.</li><li>• Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Continue developing positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>	<b><u>Nursery</u></b> <ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li><li>• Talks about why things happen and how things work</li><li>• Developing an understanding of growth, decay and changes over time</li><li>• Shows care and concern for living things and the environment</li><li>• Begin to understand the effect their behaviour can have on the environment</li></ul>	<b><u>Autumn Term:</u></b> <ul style="list-style-type: none"><li>• Look at where we live, describe features we see on the way to school.</li><li>• Draw my route to school.</li><li>• Explore the school, where are the different rooms in relation to one another. What happens in each room?</li><li>• Explore the school grounds, look at features of our school environment.</li><li>• Look at maps of Hinderwell (paper, Digimap and Google Earth) explore and discuss the features found on local maps.</li></ul> <i>Seasonal changes – Autumn:</i> <ul style="list-style-type: none"><li>• Exploring school’s grounds and observing seasonal changes in the Autumn.</li><li>• Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</li><li>• Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li><li>• Explore harvest time in the UK and farming at harvest time.</li><li>• Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li><li>• Observe and explain decomposition of pumpkins</li></ul> <i>Festivals:</i> <ul style="list-style-type: none"><li>• Explore festival origins/celebrations across the world, using a world map/globe.</li></ul> <b><u>Spring Term:</u></b> <i>Seasonal Changes – Winter &amp; Spring:</i> <ul style="list-style-type: none"><li>• Exploring schools’ grounds and observing seasonal changes in the winter/spring.</li><li>• Explore compare/contrast our environment with polar regions.</li><li>• Observe seasonal weather changes in the winter/spring (ice exploration)</li><li>• Observe, question and draw spring plants/spring growth.</li><li>• Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li><li>• Conduct Winter/Spring walk around School grounds.</li></ul> <i>Around the world:</i>	<b><u>Knowledge:</u></b> <ul style="list-style-type: none"><li>• I know where I live, (Hinderwell/North Yorkshire)</li><li>• I know some of the features of my immediate environment.</li><li>• I know the name of my school and can say some of the things I pass on my way to school.</li><li>• I know some of the people who work in my community and what they do.</li><li>• I know the names of the four seasons.</li><li>• I know the main features of the weather in each of the seasons.</li><li>• I know that not all places in the world are the same.</li><li>• I know some of the animals and plants that live and grow around me.</li><li>• I know what harvest is.</li><li>• I know some of the festivals that are celebrated around the world.</li><li>• I know that different foods are grown around the world.</li><li>• I know that London is the capital of England.</li><li>• I know some animals from different parts of the world.</li></ul>
	<b><u>Reception:</u></b> <ul style="list-style-type: none"><li>• Draw information from a simple map.</li><li>• Recognise some similarities and differences between life in this country and life in other countries.</li><li>• Explore the natural world around them.</li><li>• Recognise some environments that are different to the one in which they live.</li></ul>	<b><u>Reception:</u></b> <ul style="list-style-type: none"><li>• Looks closely at similarities, differences, patterns and change in nature</li><li>• Knows about similarities and differences in relation to places, objects, materials and living things</li><li>• Talks about the features of their own immediate environment and how environments might vary from one another</li><li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li></ul>		<b><u>Vocabulary:</u></b> <ul style="list-style-type: none"><li>• Hinderwell, North Yorkshire, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa</li><li>• Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map</li><li>• Harvest, seasons, Autumn, Winter, Spring, Summer, weather</li><li>• Farm, beach, countryside, moors</li></ul>

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	<p><b>ELG:</b> <b><u>ELG People and Places</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul> <p><b><u>ELG The Natural World</u></b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Explore compare/contrast our environment with Australia, polar regions and Africa.</li> <li>Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</li> <li>Knowing where different animals come from.</li> <li>Explore, compare, contrast and discuss life, living and schools in UK and Africa.</li> </ul> <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>Introduce London as the capital of England.</li> <li>Name features around the UK (farm, beach, mountains, woodland etc).</li> </ul> <p><b><u>Summer Term:</u></b> <i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> <li>Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>Observe seasonal weather changes in the summer</li> <li>Explore, observe and identify UK minibests.</li> </ul>	
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