

EYFS to KSI Bridging Document for 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.

	EYFS Understanding the World	How this is achieved in EYFS	KEY STAGE 1 Geography
Specific Area of Learning Understanding the World	<p>ELG People, Culture and Communities:</p> <ul style="list-style-type: none"> ❖ describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps ❖ explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>ELG The Natural World:</p> <ul style="list-style-type: none"> ❖ explore the natural world around them, making observations and drawing pictures of animals and plants ❖ 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 	<p><u>Geography sessions:</u></p> <ul style="list-style-type: none"> ▪ comparing and contrasting Austrey/Newton and Tamworth ▪ Local community visits ▪ Visitors into school ▪ Animals here and far away ▪ using a globe ▪ looking at maps and atlases ▪ exploring different families around the world with a focus on Christmas ▪ naming places ▪ Welly Walks around the school grounds and village. - man made features of the village and natural features ▪ The Gunpowder plot - looking at London as a capital city ▪ The Battle of Bosworth - where is this in relation to Newton Regis? ▪ Jacques Cousteau - Oceans of the World ▪ Eugenie Clark - Shark lady 	<p>Aims - all pupils:</p> <ul style="list-style-type: none"> ❖ 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: <ul style="list-style-type: none"> ○ 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,

EYFS to KSI Bridging Document for 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.

		<ul style="list-style-type: none"> ▪ Comparing food locally and far away, Austrey/Newton, Tamworth, Birmingham, World. <p><u>Continuous/Enhanced Provision:</u></p> <ul style="list-style-type: none"> ✓ small world play ✓ construction ✓ sand play ✓ water play ✓ Outdoor Learning Area 	<p>aerial photographs and Geographical Information Systems (GIS)</p> <ul style="list-style-type: none"> ○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length <p>Key Stage 1 pupils should be taught to:</p> <p><u>Locational knowledge</u></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><u>Place knowledge</u></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 of a small area in a contrasting non-European country
--	--	---	---

EYFS to KSI Bridging Document for 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.

			<p>Human and physical geography</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 <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">❖ 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 of maps, atlases, and globes. Use directional language to describe locations
--	--	--	--