



EYFS Geography Provision Curriculum

Key

Adult led Activity




Child initiated







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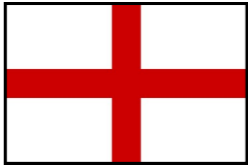


Key
 Adult led Activity
 Child initiated

<u>Three and Four Year olds</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
Communication and language	Understand 'why' questions, like: "Why do we have to go on an aeroplane to get there? Why do people need wear more sun cream in Spain? Why oranges grow on the trees in Italy? Use a wider range of vocabulary	Hold groups discussion using pictures/ objects and stories as a stimulus. Model asking and answering why questions with the children. Expose the children to a range of vocabulary associated with different countries.	Books and photos in continuous provision of countries and cultures, to show similarities and differences. Examples of 'why' questions displayed as prompts for adults.  
Understanding the World	Continue developing positive attitudes about differences between people	Invite parents/grandparents into school to talk about the past and present Model to pupils how to talk about their memories Look at photographs from the past and present and compare similarities and differences Talk about how we change Encourage parents to talk to their child about their family history and ask children to talk about what they have learned	Pupils to share photographs of themselves and their families - look at special times and talk about traditions Christmas/Easter - interest table - how do/ did you celebrate? 





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<u>Three and Four Year olds</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
<p>Understanding the World</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen.</p> <div style="text-align: center;">  </div>	<p>Create displays about families around the world.</p> <p>Provide photos to show where the children have been on holiday.</p> <p>Children to talk about these experiences.</p> <p>Circle time—where is your favourite place to go?</p>	<p>Provide maps, globes, pictures and books for the children to explore and discuss.</p> <p>One world week.—focus on a country and complete activities which help us learn more about it.</p> <p>Food</p> <p>Weather</p> <p>How do we get there</p> <p>Is it near or far</p> <p>Who lives there?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Understanding the World</p>	<p>Continue developing positive attitudes about the differences they have experienced or seen in photos</p>	<p>Use a diverse range of props, puppets, dolls and books to encourage children to talk about similarities and differences</p> <p>Celebrate and value religious and cultural events such as Diwali</p>	<p>Ensure resources in continuous provision reflect the diversity of life in modern Britain. Resources could include</p> <ul style="list-style-type: none"> • Ethnically diverse dolls • Books with diverse people as main characters • Images of different cultures/ cultural celebrations • Discovery table to reflect a festival eg. Diwali <div style="text-align: right;">  </div>

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<u>Reception</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
Communication and language	Learn new vocabulary. Use new vocabulary.	Introduce and display new vocabulary linked with 'One World' country. Model using new vocabulary Model question stems children could use. Create a 'What we would like to find out?' poster related to a particular country.	Non fiction books about the country provided with other objects as and artefacts. Word of the week wall for children to add with new vocabulary Examples of question stems in areas   Poster displayed and referred to by adults and children. 
	Ask questions to find out more and to check what has been said to them.		Non fiction books about the country provided with other objects as and artefacts. Curiosity cube – containing an item from another country. Where do think it has come from? Children to draw and talk about mystery item.

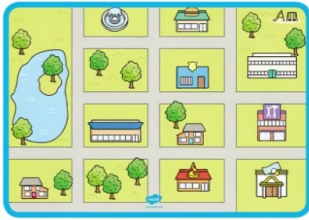
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<u>Reception</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
<p>Understanding the World</p>	<p>Draw information from a simple map.</p>	<p>Familiarise children with the name of the road, village town, city the school is located in</p> <p>Look at aerial views of the school setting</p> <p>Walk around the local area to spot key features to include on a map.</p> <p>Offer children opportunities to draw simple maps</p>	<p>Provide large paper and pictures of features in the local area.</p> <p>Children to use the feature pictures/ objects to draw a map.</p> <p>Children to draw imaginary maps for small world toys</p> <p>Make a map of the classroom to show key areas</p> <p>Make a map of the local area—after a walk—talk about key features</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
	<p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (RE objectives which have links to Geography)</p>	<p>Provide opportunities for children to engage with religious and cultural communities.</p>	<p>During particular festivals, children to think learn about the customs, traditions and countries they are linked to.</p> <p>Provide exploration tables with artefacts and photos for the children to talk and think about.</p> <p>Experience some of the food and customs of different cultures and festivals eg Chinese new Year</p> <div style="text-align: center;">  </div>


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Communication and language	Listening, Attending and Understanding	Make comments about what they have heard and ask questions to clarify their understanding	<p>Give children the opportunity to talk during class discussion surrounding history.</p> <p>Model how we can ask questions to find out more. What would they like to find out?</p> <p>Display their questions in the classroom.</p>	<p>Spend time at the discovery table with the children</p> <p>Provide books and artefacts to stimulate discussion.</p> <p>Ask questions</p> <p>Encourage the children to ask questions to find out more.</p>
Communication and language	Speaking	Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.	<p>Give children the opportunity to talk during class discussion surrounding history.</p> <p>Model how we can ask questions to find out more. What would they like to find out?</p> <p>Display their questions in the classroom.</p>	<p>Spend time at the discovery table with the children</p> <p>Provide books and artefacts to stimulate discussion.</p> <p>Ask questions</p> <p>Encourage the children to ask questions to find out more.</p>

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Understanding the World	Local area	Describe their immediate environment using knowledge from observation discussion, stories, non fiction texts and maps.	<p>Read a map of the local area with the children. Lead a discussion on what they can see.</p> <p>Use real life experiences to model drawing a map.</p>	<p>Children to write a list of features in their local area.</p> <p>Children to make a map of their local area, with label and pictures</p> <p>Children to create different types of maps.</p> 
Understanding the World	Cultures/ diversity (link to RE)	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	<p>Expose children to a range of cultural festivals throughout the school year.</p> <p>Provide children with culturally diverse resources, books and artefacts</p>	<p>Have a table themed to a particular festival.</p> <p>Children to talk about how this might be similar or different to a festival they have studied at a different time in the year</p> <p>Can the children talk about the objects are used for and how they are different/similar.</p> <p>Can they sort the objects into past and present.</p>
Understanding the World	Other countries	Explain 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>Read stories that have themes about the past. Talk about the characters and settings and events. How do we know they happened in the past. Compare to now.</p>	<p>Have books with historical themes displayed in the classroom/book corner alongside artefacts to stimulate discussion.</p>

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Understanding the World	Contrasting environments	Know some similarities and differences between the natural world around them and contrasting environments	<p>Provide children will contrasting images of different environments, including where we live.</p> <p>Talk about what we need to feel safe and comfortable their eg. a warm hat.</p> <p>How would it feel to live there.</p>	<p>Set up different extremes of environment to show contrasts to the children.</p> <p>Eg. an arctic environment a desert environment etc.</p> <p>Provide sensory experiences for the children to reflect this.</p> <p>Provide opportunities for the children to talk about these and how they similar or different.</p> 
Understanding the World	Their immediate environment (including plants)	Explore the natural world around them, making observations and drawing pictures plants	<p>Talk about seasonal changes and compare each season to the previous one</p> <p>Explore seasons through texts/stories/ non-fiction and use language related to each season</p>	<p>Draw pictures of the seasons - make collages and observational drawings of the large tree in the EYFS garden - keep a diary of the changes to the tree over the year</p> <p>Use small world for the children to talk about what they know</p> <p>Explore seasons through using the outdoor area and enhancing the classroom (pumpkins in autumn/ snow and ice in winter/ flowers and blossom in spring / plants and mini-beast in summer)</p> 