

EYFS Geography -People, Culture and Communities

	<u>Autumn 1</u>	
Topic	<u>Family Groups</u>	
Prior Learning	Talk about what they see: Use a growing vocabulary to describe their surroundings, people, and daily experiences.	
Unit Aim	To help children understand who is important in their families, recognise that families can be different, and get to know the familiar adults and people who help us in our school and local community.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	- Human Geography <u>Fieldwork</u> - To explore our school and the rooms inside it	I can talk about members of their immediate family and community I can begin to understand that there are many different types of families I can describe family members ... grandparent, older, younger ...parent, step-sister / brother / mum / dad, similar, different I can name and describe people who are familiar to them: Introduction to site manager / other class teachers I can begin to know people in school / local community... site manager, office manager, I can continue to develop an awareness of different occupations linked to personal experiences / focus texts
Vocabulary	parent, step- sister/brother, brother, sister, mum, dad, grandparent, older, younger, similar, different , teacher, office, caretaker, gardener , headteacher, mid-day assistants, cooks	
Future Learning KS1	Children explore their immediate home, street, and local neighborhood. They look at types of homes (detached, flats, terraces) and talk about where their family lives	
ELG	Describe their immediate environment using knowledge gathered from observation, discussion, stories, non-fiction texts, and maps	

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	Spring 1	
Topic	Jobs and jobs to do with water Living in the Arctic	
Prior Learning	Show interest in different occupations: Notice and talk about familiar jobs and people who help in the community (e.g., firefighters, nurses, shopkeepers). Recognise different countries: Begin to know that there are other countries in the world and talk about differences seen in photos, stories, or personal experiences.	
Unit Aim	To explore different people, places and occupations, recognising similarities and differences around the world and beginning to represent familiar places through simple maps.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Place Knowledge • Human Geography • Geographical Skills Fieldwork • To develop children's understanding of the people and places around them by exploring different occupations, noticing similarities and differences between places around the world, and beginning to represent familiar places through simple maps and drawings.	• Human Geography: To continue to develop an awareness of different occupations: Different jobs fisherman, doctor/nurse, pilot • Locational Knowledge: To recognise some similarities and differences between life in this country and other countries-Study winter time in different countries – • Place Knowledge: To begin to be introduced map drawing,
Vocabulary	hot, cold, climate, water, iceberg, arctic, igloo, inuit, snow, lighthouse, beach, house, island, sailor, surfer, coast guards, marine biologist, swimming instructor,	
Future Learning KS1	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Human and Physical Geography: Use basic vocabulary to describe physical features (season, weather, coast, forest) and human features (city, town, village, house, shop, office)	
ELG	Describe their immediate environment using knowledge gathered from observation, discussion, stories, non-fiction texts, and maps Explain some similarities and differences between life in the UK and life in other countries, using knowledge from stories, non-fiction texts, and maps when appropriate	

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	<u>Summer 2</u>	
Topic	My Journey and map making	
Prior Learning	Talk about what they see: Use a growing vocabulary to describe their surroundings, people, and daily experiences.	
Unit Aim	To develop children's understanding of familiar places and environments by describing local and story settings, using simple geographical language, and creating maps to represent familiar places and routes.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Place Knowledge • Geographical Skills <u>Fieldwork:</u> To follow familiar routes, and representing these through simple maps and drawings.	I can describe features of local community – special places I can describe story settings using correct terminology I can create simple story maps and use in imaginative play I can create map from reception to Yr 1 I can describe journey to school I can name familiar places passed each day I can understand that not everyone has the same journey
Vocabulary	left, right, straight on, roads, trees, places of interest, traffic lights, car park, shops, park, pond, beach, fair, car, walk, scooter, bus,	
Future Learning KS1	Geographical Skills & Fieldwork: Use world maps, atlases, globes, and simple compass directions, alongside first-hand observation of their local area .	
ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: Describe features of local community – special places □ Describe story settings using correct terminology □ Create simple story maps and use in imaginative play □ Create map from reception to	