

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.

Geography

Development of skills in EYFS	Skills in Year 1	Development of skills in Year 1	Key vocabulary
<ul style="list-style-type: none"> -Talk about the Saints Days and the countries of origin- England, Ireland, Scotland, Wales. -Use a map, globe, atlas to find countries linked to topics, festivals, stories. -Be able to say that they live in England -Draw maps linked to locations and stories 	Locational Knowledge	<ul style="list-style-type: none"> Name and locate the four countries making up the British Isles, with their capital cities. Name the surrounding seas of the United Kingdom Talk about the main features of each of the four countries that make up the United Kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries. 	<ul style="list-style-type: none"> England Ireland Scotland Wales English Channel France Seaford Newhaven Eastbourne London India China
<ul style="list-style-type: none"> -Identify where they live and familiar features -Identify and talk about people who help us -Identify North Pole, South Pole and Equator linked to story -Identify features of places they have visited and features. Compare to where they live. -Identify places. countries linked to festivals and special occasions. 	Place Knowledge	<ul style="list-style-type: none"> Recognise similarities and differences of geographical features in my own immediate environment. Talk about people and places within my local environment? Compare a locality with a contrasting place in the UK. Talk about people and places beyond my local environment. 	<ul style="list-style-type: none"> Coast Shore South Seaford Newhaven Eastbourne North Pole South Pole Equator

<p>-Talk about places they have visited and features of them.</p> <p>-</p>		<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Map Globe Atlas</p>
<p>-Talk about features of where they live.</p> <p>-Explore and talk about features of the school.</p> <p>-Compare where they live to places in stories, festivals.</p> <p>-Identify and talk about the weather and seasonal changes.</p> <p>-Can compare weather conditions in other places linked to stories, topics and festivals.</p> <p>-Can use new geographical vocabulary to describe where they live and places they visit.</p> <p>-</p>	<p>Human and Physical Geography</p>	<p>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</p> <p>Comparing and Contrasting a farm with the seaside.</p> <p>Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>Can I identify land use around the school.</p> <p>Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p>	<p>Sea Land Autumn Winter Spring Summer Rain Sun Sleet Snow Hot cold Forest school Pond area Field Playground Honeycomb garden</p>
<p>-Use maps, atlas and globes to find different places in stories, festivals and trips.</p> <p>-Use non-fiction texts</p> <p>-Identify land and sea on the globe.</p> <p>-Draw pictures, maps of familiar journeys, identifying different features.</p> <p>-Identify the Equator, North Pole and South Pole on a globe (linked to story).</p> <p>- Describe what they can see, hear, and feel when outside and visiting different places.</p> <p>-Talk about places they like and dislike in Seaford and beyond.</p>	<p>Geographical Skills and fieldwork</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</p> <p>Use aerial images to recognise landmarks and basic physical features.</p> <p>Use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>Use a simple key to recognise physical or human features on a map.</p> <p>Create a simple map of my local environment.</p>	<p>Map Globe Atlas Information books Non-fiction Internet Google North Pole South Pole Near Far</p>

-Talk about places/countries they have visited and how they travelled to get there.		Use directional vocabulary – right, left, north, south, east, west, near, far etc. Use relative vocabulary (like, dislike, up, down etc).	
<p>Enrichment: Weekly visit to forest school. Pond area. Seaford Library visit. Walk to Post Box to post letters to Father Christmas. Rock Pool trip. Beach and Salts trip. Farm trip. Visit Church and churchyard. Trip to Drusilla’s zoo park.</p> <p>Visitors: Diwali. Chinese New Year. War Veteran. People who help us-police, doctors, midwives, fire officers, forensic scientists, doctors, bee keepers.</p>			

ELG: People, Culture and Communities

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.