

# Laying the foundations for Geography



## ELG: Sense of Place

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## At LCPS Pupils are taught:

- To explore the natural world around them and show confidence in sharing thoughts and ideas about what they see, hear and feel.
- The knowledge and vocabulary about their immediate environment and contrasting environments through observation, discussion, stories, non-fiction texts and maps.
- The skills needed to describe and express opinions about places.
- To interpret symbols which represent features of places and different types of weather.
- To begin to draw their own simple maps.
- To name places of significance.

Links to the National Curriculum	Little Learners 2 year olds and N1 learn to:	Nursery 3 and 4 year olds learn to:	Reception Reception children learn to:
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• Name a place – Nursery, park, outside (Outdoor area).</li> </ul>	<ul style="list-style-type: none"> <li>• Name a place – beach, shop, home.</li> <li>• Talk about a place they have visited.</li> <li>• Develop pretend play (C&amp;L).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Name the town and country in which we live.</li> <li>• Name a contrasting location, such as Africa and Antarctica.</li> <li>• Talk about the characteristics of places studied.</li> </ul>

<p><b>Place knowledge</b></p>	<ul style="list-style-type: none"> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available (PSE).</li> <li>• Find ways of managing transitions, for example from their parent to their key person (PSE).</li> <li>• Develop pretend play (C&amp;L).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community (PSE).</li> <li>• Develop pretend play (C&amp;L).</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>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
<p><b>Human and Physical geography</b></p>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Use a wider range of vocabulary (C&amp;L).</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Use a wider range of vocabulary (C&amp;L).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Learn and use new vocabulary (C&amp;L).</li> </ul>
<p><b>Geographical skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips .</li> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Listen and respond to a simple instruction (C&amp;L).</li> <li>• Start to develop conversation (C&amp;L).</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures (C&amp;L).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Understand ‘why’ questions (C&amp;L).</li> <li>• Be able to express a point of view (C&amp;L).</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns (C&amp;L).</li> <li>• Use talk to organise themselves and their play (C&amp;L).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a map is a picture of a place.</li> <li>• Draw information from a simple map.</li> <li>• Use knowledge from stories and first hand experiences to create ‘story maps’ of journeys.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand how to listen carefully and why listening is important (C&amp;L).</li> <li>• Ask questions to find out more and to check they understand what has been said to them (C&amp;L).</li> </ul>

- Understand simple questions about 'who', 'what' and 'where' (C&L).
- Complete inset puzzles (M).
- Know where to place equipment within the setting.
- Negotiate the setting safely, such as finding a route to the toilet, sand area, exit.

- Understand position through words alone – for example, "The bag is under the table," – with no pointing (M).
- Describe a familiar route (M).
- Discuss routes and locations, using words like 'in front of' and 'behind' (M).
- Experiment with their own symbols and marks (M).
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (M).
- Know where to place equipment within the setting.
- Negotiate the setting safely, such as finding a route to the toilet, sand area, exit.

- Articulate their ideas and thoughts in well-formed sentences (C&L).
- Describe events in some detail (C&L).
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L).
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills (M).
- Describe the position of objects, using words such as in, under, next to, in between (M).
- Know where to place equipment within the setting.
- Negotiate the setting safely, such as finding a route to the toilet, sand area, exit.