

ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Geographer</li> <li>World</li> <li>Ocean</li> <li>Country</li> <li>City</li> <li>Town</li> <li>Village</li> <li>Place</li> <li>Map</li> <li>Season</li> <li>Weather</li> <li>Forest</li> <li>Beach</li> <li>Mountain</li> <li>Planet</li> <li>Space</li> <li>Earth</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with the local environment</li> <li>Explore school grounds – wildlife and spinney</li> <li>Know about extended family</li> <li>EAL – knowing about family members in other places</li> <li>Explore traditions and Christmas</li> <li>Know about farms and animals</li> <li>Exploring world through texts such 'We're going on a bear hunt'</li> </ul>	<ul style="list-style-type: none"> <li>Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...).</li> <li>Exploring the school grounds to look at features of the environment.</li> <li>Discussing where extended family members live on a map, including our EAL families' place of birth.</li> <li>Exploring Christmas traditions from around the world.</li> <li>Features of cities, man-made vs natural (Naughty Bus link).</li> <li>Learning London is the capital city.</li> <li>Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps.</li> <li>Black History.</li> <li>Naming features of the world around us (farms, beach, woodland etc).</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>ELG The Natural World</b></p>	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			<p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li><b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Geographical skills and fieldwork</b> – Use of maps, atlases, and globes. Use directional language to describe locations.</p>
<ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> </ul>				