

EYFS – Geography		
Unit of work	NC expectations	Unit End Points
<p><b><u>Nursery</u></b></p> <p>Maths Understanding the World</p>	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> <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>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<p><b>Key Vocabulary:</b> under, on, next to, behind, in front, natural, world, environment, maps, globe, atlas.</p> <ul style="list-style-type: none"> <li>• I can describe an objects position.</li> <li>• I can describe a familiar route.</li> <li>• I can explore natural materials.</li> <li>• I can understand to care and respect the natural world around me.</li> <li>• I can explore and look at the world using maps and photographs.</li> </ul>
<p><b><u>Reception</u></b></p> <p>Understand the World</p>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<p><b>Key Vocabulary:</b> map, globe, atlas, world, land, sea, environment, tree, hill, grass, road, house, beach, seasons, spring, summer, autumn, winter.</p> <ul style="list-style-type: none"> <li>• I can talk about and describe my classroom.</li> <li>• I can talk about and describe my school.</li> <li>• I can talk about and describe my home.</li> <li>• I can talk and describe something significant in my local area.</li> </ul>

<p>Understanding the World: People, cultural and communities</p>	<ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use a simple map and non-fiction books to support my learning.</li> <li>● I can recognise a special time with my family.</li> <li>● I understand what is special about me and share my own experiences.</li> <li>● I understand that we are all unique and may celebrate different events.</li> <li>● I know where I live and can talk about key features.</li> <li>● I can talk about key features of life in other countries and how it differs from here.</li> </ul>
<p>Understanding the World: the Natural world</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can describe what I can see, hear and feel about the world around me.</li> <li>▪ I can observe plants and animals talking about some features.</li> <li>▪ I can observe what I can see and record using appropriate colours/ features.</li> <li>▪ I can compare familiar places looking at similarities and differences.</li> <li>▪ I can name and describe simple features of each seasons.</li> <li>▪ I can describe changes over time eg- growth / decay / weather patterns / life cycles</li> </ul>