



## **EYFS Understanding the World – National Curriculum Link Geography**

At Westfield we value the importance of teaching the concept of ‘Understanding the World’ to enable children to make sense of and celebrate our world and our communities.

We believe developing understanding of the world through high quality teaching and planning of first-hand experiences and opportunities will be a building block to children’s success.

We aim to instil a love of learning about our world, ensuring children celebrate and respect differences within cultures and communities, and show an understanding and care for our natural world and changes that occur within it.

Our outstanding practice at Westfield aims to create rich, authentic experiences through visits, books and high-quality teaching to ensure children have an exceptional knowledge and understanding of our diverse world.

We aim to meet the requirement of the EYFS (2021) curriculum and believe that:

- *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*
- By 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; helps them to make sense of the world around them.
- By building important knowledge and extending their familiarity with words we believe we will support understanding across the strands and make important links with other areas of the curriculum.
- Understanding of the world will enrich and widen children’s vocabulary and support later reading comprehension.



## Geography in The Early Years Foundation Phase

### Development Matters

### Understanding the World

<b>Nursery</b>	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
<b>Reception</b>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>

### IMPLEMENTATION

- Provision for Understanding the world is catered for daily in our classroom across the areas of continuous provision.
- Access to a wide range of resources that build knowledge and create an awe and wonder about the world.
- Open ended resources ready to be explored which allow children to observe, investigate and ask questions about the world and our communities.
- Quality role play areas, to build on first-hand experiences and represent our world and community.
- Carefully planned activities to learn and extend specific knowledge linked to the Understanding the World curriculum.
- Visits to the local community, creating rich experiences and deepening understanding of our local environment.
- Visits from local community workers – highlighting the importance of different roles in the community.
- Reading – exposure to a wide range of Fiction and Non-fiction texts, broadening understanding of the world, cultures and our past and present community.
- Support at home through providing a range of different fiction and non-fiction reading books to share and enjoy with their child.
- Encouraging parents to discuss and share their own thoughts and ideas about the topics we are teaching, encouraging consistency between school and home.
- Sensitively exploring cultural heritage and celebrating children's diversity and family history.