

EYFS Geography Investigation: Unit 1

A Place Called Home

Substantive Knowledge: What the pupils will know

- Know that where I live is called my home
- Describe some features of the home in which they live
- Talk about who lives with them in their home
- Recognise that other people’s homes may well be different to their own and recognise some similarities and contrasts
- Make connections between the ways of life of their family and other families
- Know that there are different countries in the world
- Recognise some similarities and differences between life in this country and life in other countries
- Notice differences between people
- Compare the way of life of different families around the world
- Continue to develop positive attitudes about the differences between people
- Recognise and describe some of the features of environments in different countries
- Recognise some similarities and differences between life in this country and life in other countries
- Know that not all children in the world are fortunate enough to have shoes.
- Talk about their own shoes and when they wear them.
- Recall some of the ways in which they use water every day at school and home.
- Know that in some parts of the world children have to collect water every day.
- Think about how life might be different if water didn’t come from taps but had to be collected in buckets.
- Identify features of different places from the satellite images and photographs layer of *Google Earth*.
- Know that many environments are different to the one in which they live.

Disciplinary Knowledge: Geographical techniques the pupils will use

Mapwork

World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro and GIS Google Street View

Disciplinary Knowledge

Critical thinking skills the pupils will use to understand what they know

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Children at the expected level of development will demonstrate their understanding of the wider world during this investigation through:

- Identifying some similarities and differences between the features of their home and the homes of children living in other parts of the world.
- Knowing some similarities and differences between their own family life and children’s lives in other countries.
- Recognising and describing some of the features of places around the world which are different from environments with which they are familiar.
- Using some appropriate geographical vocabulary when talking about their observations and ideas.
- Having an awareness of the purpose of a map.
- Drawing simple maps.

Achievement of these expected levels of development contribute to a summative judgement of the ELG for 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.