

Learning in EYFS:
What Geography Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Geography.

The most relevant statements for Geography are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Geography			
Three and Four Year Olds (Nursery)	Understanding the World		<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map.
ELG On Track- end of year expectations	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • 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.
		The Natural World	<ul style="list-style-type: none"> • 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.
How we achieve this throughout the year			
We provide the children with daily opportunities to explore the school, their work space and the local community through activities and independent learning within their continuous			

provision. We also have focused input sessions that relate to Geography and understanding the world. We have a wide range of resources and activities set up throughout the year, which allow the children to develop all the skills they need to progress on to KS1 Geography. There are Atlases, variety of maps, world canvas and a globe out throughout the year for the children to independently use.

Focused Geography Activities/Inputs

- Fieldwork & Mapping route-local library, shop, church, and farm visit, round the school grounds, seasonal walks etc.
- Locational Knowledge- Where do we live? What is in our community? (Use Google maps and local walks to identify) Hot and cold countries-comparing to our seasons/weather.
- Summer topic- What are the 7 continents and what animals and buildings would you find there?

Vocabulary

Bradwell, Great Yarmouth, United Kingdom, Great Britain, England, Hillside Primary, World, country, town, city. London, capital, near, far, Africa, Asia, North America, South America, Europe, Australia, Antarctica, Maps, globe, Atlas, directions, route, Community, jobs, doctor, teacher, shop, park, bin men, carers, road, map Harvest, seasons, Autumn, Winter, Spring, Summer, weather Farm, beach, countryside, field

Examples of Supportive Texts

- A ticket around the world- Natalia Diaz
 -Here we are- Oliver Jeffers
 -Martha maps it out-Leigh Hodgkinson
 -Me on the map- Joan Sweeny

Assessment

- Can they tell you where they live?
- Can they talk about some of the features of their immediate environment?
- Can they identify the name of their school and where it is?
- Can they identify some of the people who work in their community and what they do?
- Can they name the four seasons?
- Can they identify the similarities and differences between places in the world?
- Can they identify some of the festivals that are celebrated around the world?
- Can they identify that the capital of England is London?
- Can they name the seven continents?
- Can they explain some animals live in different places and why?