

## 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 geography 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 areas of learning:

- Mathematics
- 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			
Nursery	Understanding the World		<ul style="list-style-type: none"> <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>
	Mathematics		<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> </ul>
Reception	Understanding the World		<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>
ELG	Understanding the World	People, Culture and Communities	<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>
		The Natural World	<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>

## Understanding the World Rationale

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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Autumn Understanding the World

#### Nursery possible lines of enquiry:

- Children comment on the features they see in the environment
- Children will develop an understanding of places around the world through story time.

#### Reception possible lines of enquiry:

- Children will can make observations about places.
- Children begin to use the names of seasons in the correct context.
- Children can discuss their local area.
- Asking questions about the world around them.

#### Possible resources:

- Children will can make observations about the characteristics of places. (Kapow- Unit 1- 'Senses in nature')
- Children begin to use the names of seasons in the correct context. (Kapow- Unit 1- 'Exploring the seasons' 'Dress the teddy' 'Nature catchers' 'Observational painting' 'Exploring the weather')

*Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.*

### Geography Skills

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
Children can explore their local area.	Children can explore the features of their local area.	Children can follow simple map around school.	Children will develop an understanding of places around the world through story time.
Children use their senses to explore the natural world.	Children can use google maps to explore houses.  Children will be able to talk about weather and the seasons.	Children can discuss their local area.  Children can discuss different journeys they have taken.	Children will be able to talk about features of their natural world.

### Spring Understanding the World

#### Nursery possible lines of enquiry:

- Children can act out stories using resources to simulate the physical creation of a journey (e.g. We're Going on a Bear Hunt)
- Children can explore their local area.
- Children can explore the features of a local town.
- Children can discuss different journeys they have taken.

#### Reception possible lines of enquiry:

- Children can discuss different journeys they have taken.
- Children discuss where in the world is cold
- Children can find cold places on a map.

#### Possible resources:

- With support children can use google maps to explore the world.

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### Geography Skills

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
Children can explore their local area.	Children can explore the features of their local environment.	Children can act out stories using resources to simulate the physical creation of a journey	Children will develop an understanding of places around the world through story time.
Children can act out stories using resources to simulate the physical creation of a journey	Children can use google maps to explore.  Children can act out stories using resources to simulate the physical creation of a journey	Children can discuss their local area.  Children can discuss different journeys they have taken.	Children will know where in the world is cold and will be able to find these on a globe.

### Summer Understanding the World

<b>Nursery possible lines of enquiry:</b> <ul style="list-style-type: none"> <li>Children can talk about their holiday.</li> <li>Children can explore foods from around the world.</li> <li>Children can describe the beach and the things they would see there.</li> </ul>	<b>Reception possible lines of enquiry:</b> <ul style="list-style-type: none"> <li>Children begin to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>Children can identify land and water on a globe.</li> <li>Children can discuss how we can look after the seas.</li> <li>Children can make observations about the characteristics of places.</li> </ul>
	<b>Possible Resources</b> <ul style="list-style-type: none"> <li>Children can draw and discuss pirate treasure maps. (Kapow- Unit 2 'Pirate Map Bingo')</li> <li>Children can recognise features on maps (real or imaginary). (Kapow- Unit 2 'Our school from above' 'Let's build a map' 'Investigating maps' 'Map making')</li> <li>Children can identify land and water on a globe. (Kapow- Unit 2 'Investigating maps')</li> <li>Children can make observations about the characteristics of places. (Kapow- Unit 2 'Creating journey sticks')</li> </ul>

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### Geography Skills

Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge
Children can explore their local area.	Children can use google maps to explore places.	Children can follow simple map around school.	Children can follow a simple map around school.
Children can follow a simple map.	Children can talk about how we can look after the seas.	Children can discuss their local area.	Children explore brochures and postcards from around the world.
Children can draw and discuss pirate treasure maps.		Children can discuss different journeys they have taken.	Children will develop an understanding of places around the world through story time.
Children can locate the beach on a map.		Children discuss different holidays.  Children can locate the beach on a map.	Children can describe the beach and the things they would see there.

		Children can talk about where would be nice for a holiday.	Children can explore foods from around the world.  Children can talk about their holiday.
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#### Assessment

Listen to what children say about what they see.

- Using new vocabulary: name specific features of the world, both natural and made by people.
- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
- Look for children incorporating their understanding of the seasons and weather in their play.

#### Areas of Continuous Provision Examples

##### Indoors

Construction Area - Building using different materials - discuss the variety of materials. Building different structures.

Creative - making natural collages, leaf rubbings, textured maps etc.

Role Play - playing families, holidays.

Malleable/Playdoh - make families/vehicles/buildings out of playdoh and describe using geographical language

Small World - play families and using appropriate language

Mud Kitchen- natural resources to explore

Water/ sand- landscapes and habitats.

Mark Making/Writing - writing cards, letters, posters etc about people, objects, places.

Reading - range of fiction and non-fiction books about the world, nature etc.

Large Construction - making a variety of dens to create different homes.

#### Vocabulary

Sea, ocean, lake, river, pond, hill, field, building, road, house, old, seasons, Autumn, Spring, Summer, Winter, acorn, bark, big, colour, dry, feel, bent, bright, dark, feather, flower. Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural. Environment, place, quiet, busy, calm, noisy, similar, same, different, beach, coast, ocean, continent, Africa.