



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 history.

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

- Understanding the World
- Mathematics

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 | 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>   |
|                          | 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> |
| 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>                              |



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## EYFS End Points

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**  
**All About Me and My Family**  
**Tales from Long Ago**

**Spring**  
**People Who Help Us**  
**The World Around Me**

**Summer**  
**Amazing Animals**  
**Water**

Children can talk about where they live

Children can identify and describe features of their local environment, e.g. house, farm, church

Children can talk about where Thameside School is located

Children can talk about how they travel to school and other areas, e.g. car, train, bus

Children can use photos and pictures to locate places in the local environment

Children talk about what they like and don't like about their local environment, both built and natural

Children talk about similarities and differences between different places

Children can talk about the changes they can see going on in the world around them

Children know that people in our community help us in different ways

Children can talk about differences between where they live and other parts of the world

Children understand that not all places in the world are the same

Children make observations about what life is like on an island

Children can draw simple maps

Children can describe some features on simple maps

Children know some vocabulary to describe physical and human features, e.g. beach, cliff, river, weather, city, town, farm, house, shop

## Geography Skills

|               | Local Knowledge   | Place Knowledge  | Human and Physical Geography   | Geographical Skills and Fieldwork  |
|---------------|---|--|--|--|
| <b>Autumn</b> | Children can talk about where they live<br>Children can talk about where Thameside School is located<br>Children can talk about how they travel to school<br>Children can identify and describe features of their local | Children can talk about differences between where they live and other parts of the world | Children can talk about the changes they can see going on in the world around them | Children explore the outdoor area, noticing and naming its features<br><br>Children can record things they observe and notice, e.g. photographs, drawings<br><br>Children experience different weather |



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|               |   |   |   |   |
|---------------|---|---|---|---|
|               | environment, e.g. house, farm, church   |   |   | conditions and their impact on the environment  |
| <b>Spring</b> | Children can talk about how they travel to school and other areas, e.g. car, train, bus<br>Children can use photos and pictures to locate places in the local environment<br>Children know that people in our community help us in different ways |   |   | Children can draw simple maps<br>Children can describe some features on simple maps<br><br>Children the immediate local area through walks and visits to selected sites |
| <b>Summer</b> |   | Children make observations about what life is like on an island<br>Children talk about similarities and differences between different places<br>Children understand that not all places in the world are the same | Children know some vocabulary to describe physical and human features, e.g. beach, cliff, river, weather, city, town, farm, house, shop |   |

## Vocabulary

Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home, technology, programme, move, direction, forwards, backwards, route

## Areas of Continuous Provision

### Indoors

Construction Area –

Creative –

Role Play –

Malleable/Playdoh –

Small World –

Mark Making/Writing –

Reading – range of fiction and non-fiction books about the different countries/places in the world, animals, seasons

Sand/Water/Mud Kitchen –

Large Construction – making a variety of dens to recreate different habitats

**Key Questions** – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.