



St James' Church of England Primary School



What Subject Leaders Need to Know

EYFS Geography

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.

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Three and Four-Year-Olds (Nursery)	Mathematics		<ul style="list-style-type: none">• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.• Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Begin to understand the need to respect and care for the natural environment and all living things.• 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">• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Recognise some environments that are different to the one in which they live.
ELG (On track – meeting ARE)	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• 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.• Understand some important processes and changes in the natural world around them, including the seasons.

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

Marvellous Me and Colour My World

Understanding the World

- Children can observe changes in the local environment throughout autumn and winter.
- Children can use new vocabulary to describe the local area.
- Children know that there are four seasons.
- Children can name the seasons and discuss features of each.
- Children know and can describe different weathers.
- Children know that weather can be different in different countries.

Mathematics

- Children can order from shortest to tallest.
- Children can investigate height.
- Children can compare lengths.
- Children can navigate an obstacle course.
- Children can locate things in the classroom using correct vocabulary.
- Children can find 2D and 3D shapes in the environment.

Geographical Skills

Locational Knowledge

Children can observe changes in the local environment throughout autumn and winter.
Children can use new vocabulary to describe the local area.

Geographical Skills and Fieldwork

Children can order from shortest to tallest.
Children can investigate height.
Children can compare lengths.
Children can navigate an obstacle course.
Children can locate things in the classroom using correct vocabulary.
Children can find 2D and 3D shapes in the environment.

Place Knowledge

Children know that there are four seasons.
Children can name the seasons and discuss features of each.
Children know and can describe different weathers.
Children know that weather can be different in different countries.

Manmade and Natural Geography

Children can find 2D and 3D shapes in the environment (natural and manmade structures).

Spring

Traditional Tales and Growth & Change

Understanding the World

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Mathematics

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Geographical Skills

Locational Knowledge

Geographical Skills and Fieldwork

Place Knowledge

Manmade and Natural Geography

Summer

Animals & Journeys

Understanding the World

-

Mathematics

-

Geographical Skills

Locational Knowledge

Geographical Skills and Fieldwork

Place Knowledge

Manmade and Natural Geography

Scientific Enquiry (also linked to CofETL)

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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.

Vocabulary

today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday

day, week, month, year, long ago, old, new/recent, history, modern

parent, grand-parent, great grand-parent, clue, artefact, memory, Who?, What?, materials, plastic, remember, poppy, same/different, change, people, lives

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

Describe

When do you get up?

When do you go to bed?

Can you think of things you do at different times of the day?

Week?

Weekend?

Are all the days the same?

What is different?

What happened the next day/day before?

Looking at objects

What does... look, feel, smell like?

What do you think you might do with it?

What is it made of?

Have you seen anything like it before?

Can you...?

Why...?

How is it different?

What do you notice about the 'old' bear and the 'new' bear?

Looking at pictures in books or photographs

What can you see?

What do you think...?

Can you see any people in the picture?

What are they doing?

What are they wearing?

Are their clothes the same as yours?

What do you notice that is different?

Areas of Continuous Provision

Indoors

Construction Area – Building using different materials – discuss the variety of materials

Creative – making different toys to recreate new and old toys

Role Play – playing families, doctors now and then, museum

Malleable/Playdoh – make families/vehicles/buildings out of playdoh and describe using historical language

Snack – discussions about what you have done at the weekend/over the holidays and what you will be doing in the near future

Small World – play families and using appropriate language

Mark Making/Writing –

Reading – range of fiction and non-fiction books about the past, present, toys, vehicles, buildings

Sand/Water/Mud Kitchen –

Large Construction – making a variety of dens to recreate homes now and in the past