



## Geography Learning in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven Areas of Learning rather than subject areas. This document aims to help subject leaders understand how the skills and knowledge developed across EYFS form the foundations of the national curriculum subjects.

It shows which statements from the non-statutory guidance, Development Matters, are prerequisites for geography within the national curriculum. EYFS settings may choose to use other guidance instead of Development Matters and may decide on different statements as the prerequisites. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from 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

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>

## Notes

Children start their morning daily routine by discussing what day it is (date for F2), the weather and the season. There are visuals in all rooms to support.



Throughout daily learning, children are encouraged to use positional language "can you put it under the table?"

Natural materials are used throughout curriculum throughout daily learning.

Discussions about holidays and other countries that children have visited.

Children know about animals and where they live in the world, how this is the same or different to where we live.



Autumn Term:

Nursery - visiting local park, bear hunt and picnic in the park/ splashing in puddles understanding rain and weather / texture walks in grass, soil, wood natural world around me.

F1 - visiting local bakery, walking through local area / welcome time, days of the week, the weather / exploring outdoor play

F2 - snow play, seasons, weather. Walk to Eureka (local walk)

