

Geography 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 Birth to 5 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 Birth to 5 Matters age ranges for Range 1 through to Range 6 and the Early Learning Goals for 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

| Geography | | |
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| 2 year old provision | Understanding the World | <ul style="list-style-type: none"> • Children are beginning to watch and understand what animals, people or vehicles do, • Children are excited to explore new and familiar experiences such as a visit to the farm or family trip. • Children show curiosity and interest when exploring outdoors in plants, weather and seasons. • Children are keen to explore playing outside in different types of weather and enjoy splashing in muddy puddles and show curiosity to changes in weather such as snow and ice. • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Notices detailed features of objects in their environment |
| Nursery | Understanding the World | <ul style="list-style-type: none"> • Children play with resources based on first hand experiences e.g. taking a ride on a bus/train, visiting the farm. • Children are making observations in their environment of natural objects • Children will begin to talk about and ask questions about the world around them such as; where they live or seasonal changes. • Children talk about what they notice about seasonal changes and how it works with new leaves growing on trees, flowers springing up and nature coming back to life. • Children start to understand some effects of their actions on the environment such as; recycling at home or using the recycle paper bin in the classroom. • Children look after plants or insects and animals with care and respect. • Children observe and talk about similarities and differences, patterns and seasonal changes throughout the year. |

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| <p>Reception - ELG</p> | <p>Understanding the World</p> | <p>People, Culture and Communities</p> <p>The Natural World</p> | <ul style="list-style-type: none"> ● Children can talk about features of a farm in simple terms, field, pond, pig pen, chicken coop etc. ● Using images as reference, children will explore the features of a range of landscapes, identifying which is appropriate for a farm. ● Looks closely at similarities and differences in nature including seasonal and weather changes. ● With support children will begin to identify the Earth as our planet, England as our country and Birkenhead as our town. ● Children can compare and contrast their experiences with that of others. E.g. When talking about their experiences over Christmas, children will be curious to discuss the experiences of others. Children will be able to identify some features of the polar regions and compare these to the UK. ● With support they will begin to compare life and the native animals in the polar regions to life and native animals in the UK. ● Children will show awareness of changes in matter (ice melting/freezing) and the impact that humans have upon the ice caps. ● Children can talk about the lives of people around them, identifying a range of different occupations and their impact upon society. E.g. Police help us when we're in trouble. Doctors help us when we are sick. ● Look closely at similarities and differences in nature including seasonal and weather changes. E.g. Signs of Spring ● Explore the natural world around them, making observations and drawing pictures of animals and plants E.g. life cycles of plants, animals and humans. ● With support they will begin to compare life and the native animals in the rainforest to life and native animals in the UK. ● Children will show awareness of the impact that humans have upon the rainforests. ● Children will be able to identify the equator on the globe and with support say why rainforests fall on/close to the equator. ● Looks closely at similarities and differences in nature including seasonal and weather changes. ● Explore the natural world around them, making observations and drawing pictures of animals and sea life. ● Children will be able to create simple maps using positional language to direct others (forward, backwards, left, right, on, under, behind) ● Children will show awareness of the impact that humans have upon the oceans. ● 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 ● Know some similarities and differences between the |
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| | | | <p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons. |
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Geographical learning opportunities in EYFS

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| Explorers (2's) | <p>The Arctic:</p> <ul style="list-style-type: none"> • Look at images and features of the arctic <p>The Jungle:</p> <ul style="list-style-type: none"> • Look at images and features of a jungle <p>The Farm:</p> <ul style="list-style-type: none"> • Look at images of different farms <p>The Seaside</p> <ul style="list-style-type: none"> • Look at images of the seaside from the local environment <p>Seasons</p> <ul style="list-style-type: none"> • Play and explore the natural environment throughout the seasons • Talk about the daily weather |
| Nursery | <p>Farm:</p> <ul style="list-style-type: none"> • Observe farms from images in nonfiction and fiction text. • Drawing pictures of farm features e.g. pig pen, sheep field, hen house etc. • Observe a range of different farms in different locations e.g. hill farm, dairy farm. <p>Autumn/Winter/Spring/Summer</p> <ul style="list-style-type: none"> • Observe seasonal changes throughout the year. • Play and explore the natural environment throughout the seasons: autumn, spring and winter e.g. begins to notice patterns and change and begin to be aware of features native to the U.K e.g. oak and silver birch trees. <p>General learning throughout the year:</p> <ul style="list-style-type: none"> • General recycling using the classroom grey bin. • Keeping the outdoors litter free. |
| Reception | <p>All about Me/Growth and Growing:</p> <ul style="list-style-type: none"> • Discuss different types of houses • Look at where we live, describe features we see on the way to school. • Look at maps of the Wirral (Google Earth) explore and discuss the features found on local maps. • Discussing where we were born and where our extended family live using world maps/globes for support. <p>The Farm</p> <ul style="list-style-type: none"> • Creating maps of the farm, locating key elements E.g. pig pen, pond, house, trees using fiction and non-fiction text • Discussing different landscapes and their suitability for farming (Could the farm be located in the Arctic etc?) <p>Autumn/Winter/Spring/Summer</p> <ul style="list-style-type: none"> • Seasonal changes throughout the year • Exploring natural autumnal, spring and wintery resources, asking questions and making/drawing observations. • Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. • Explore harvest time in the UK and farming at harvest time. • Observe seasonal weather changes and longer nights • Explore compare/contrast our environment with polar regions and rainforests. <p>Pirates:</p> |

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| | <ul style="list-style-type: none"> ● Children will read and make their own maps using the language of in front, behind, on, under, next to, forward, backwards, left and right. ● Children to give directions using available maps or maps of their own design. <p>General learning throughout the year:</p> <ul style="list-style-type: none"> ● Exploring food from around the world using world maps and Google as part of our topics throughout the year. ● Explore, compare/contrast a range of environments throughout the year, linking with our topics. ● With support, locate the United Kingdom, the equator, broad location for rainforests, and the polar regions on a map/globe. ● Explore, compare, contrast, observe, draw and discuss animals native to a range of countries relating to our topics throughout the year. ● Introduce London as the capital of England. ● Name features around the UK (farm, beach, mountains, woodland etc) as part of our topics throughout the year. ● Reflecting upon environmental changes (i.e. amazon rainforest, ice caps) due to global warming and human impact. ● Explore festival origins/celebrations across the world, using a world map/globe. |
| <p>Links with Year 1</p> | <p>Science:</p> <ul style="list-style-type: none"> - Seasonal Changes - Animals including humans <p>Geography:</p> <ul style="list-style-type: none"> - Weather patterns - hot and cold places around the world - Local area (physical and human features) <p>Maths:</p> <ul style="list-style-type: none"> - Position and direction |