



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 2021 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

Understanding the World is broken down into Past & Present, People Cultures and Communities and The Natural World. With People Cultures and Communities and The Natural World being the two most relevant categories.

Taken from Our Lady & St Benedict EYFS LTP 22-23

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| Nursery | <p>Children will learn from visitors of various occupations throughout the year.</p> <p>Children will talk about differences and similarities between themselves and people in their local community.</p> <p>We will learn about the season of Autumn</p> | <p>Children will learn about the celebration of Diwali and compare it with our cultural celebrations.</p> <p>Children will have the opportunity to taste food from different countries and cultures.</p> <p>Children will look at a map of the UK and discuss where we are on it.</p> | <p>Children will know about Chinese New Year – including their customs and how their celebrations differ or are similar to our own.</p> | <p>Children will know about hot and cold places in our world.</p> <p>Children will know the name of the town that our school is in and be able to talk about how they get to school.</p> <p>Children will learn about the season of Spring</p> | <p>Children will learn about the seaside and make comparisons between how the seaside is now and what it was like in the past.</p> <p>Children will learn about aquatic life.</p> <p>Children will take part in forest school.</p> | <p>Children will learn about different modes of transport on land and water.</p> <p>Children will know about the season of Summer</p> |
| Reception | <p>Children will build on their knowledge of Autumn from the</p> | <p>Children will forage in the local environment for</p> | <p>Children will learn what a globe/map is and what it is used for.</p> | <p>Children will build on their knowledge of Spring from Nursery, further</p> | <p>The children will learn about the Caribbean and how it is</p> | <p>side and make</p> <p>Children will learn about local</p> |

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| <p>Nursery- new vocabulary is introduced. The children will talk about the seasonal changes they see and use the autumn walk to discuss first hand experiences.</p> <p>Children will be aware of what features surround them in their local area, they will be able to discuss their local area in more detail.</p> <p>Children will learn further about Diwali and the culture of India, making comparisons to their own local area.</p> <p>Children will find out about Castles in the local area and consider how these have altered over time.</p> | <p>food and find out about what grows in our forest.</p> | <p>Children will learn about the country of China, talk about how we can travel there, learn about their culture through food, clothing, and the celebration of Chinese new year.</p> <p>Children will learn about the country of China and how it is similar/different to our country and that of China. They will learn about the animals that lie here and why they are best suited here (habitats)</p> <p>Children will further learn about the world map through finding out about Pangea and where the dinosaurs lived.</p> | <p>discussing seasonal changes. We will use our forest area to identify signs of Spring.</p> | <p>different or in any way similar to Stoke-on-Trent.</p> <p>They will identify areas of interest on a map and have a go at creating their own treasure maps.</p> <p>We will look at N E S W on a map and compass during Forest School and test our map reading skills.</p> | <p>people who do heroic jobs and find out about how they could become like them.</p> <p>Children will continue to deepen their seasonal understanding by further exploring the season of Summer and observing how this is different from Spring.</p> |
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Outcomes from Development Matters

| Geography | | |
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| Three and Four-Year-Olds | 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. |

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| 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 | 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. |

