

## 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 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

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>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>People, Culture and Communities</b></p>	<p>Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, Be able to talk about their journey to school. Know the church is special to us as Christians.</p>	<p>Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. “There are no lions in England but there are in Africa” or “In Spain, the weather is warmer than here”.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b> <b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b> <b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</b> <b>Deeper</b> Share their knowledge of cultural events they have experienced in detail, showing deep levels of fascination and understanding. Make thorough comparisons between different countries, linking to their interests, e.g. wild animals, volcanoes.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>The Natural World</b></p>	<p>Discuss change in seasons from Summer G Autumn, and then Autumn G Winter. Make reference to changes to the natural world, weather and our habits. Make more careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.</p>	<p>Offer simple, logical explanations for what they have observed, e.g. “Maybe it melted because the weather is warmer” or “It is light so I think that helps it float”. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b> <b>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.</b> <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b> <b>Deeper</b> Show understanding of some ways that the natural world can be harmed and looked after (e.g. pollution, recycling). Be particularly knowledgeable about an area of interest in the natural world. a wide range of scientific vocabulary</p>