

Learning in EYFS – Geography

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2's National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in Geography in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for Geography.

The most relevant statements for Geography are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Mathematics**
- **Understanding the World**

Prerequisite learning for Geography		
Three and four year olds (ref: Development Matters)	Communication and Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" or "Why is Antarctica so cold?" • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. Including when undergoing fieldwork in a local setting. • Show more confidence in new social situations.
	Mathematics	<ul style="list-style-type: none"> • Describe a familiar route. • Understand position through words alone. For example, "The bag is under the table," – with no pointing. Or "Walking down/along the road." • Discuss routes and locations, using words like 'in front of' and 'behind'. Using a map to support their answers.
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • 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. Learning about different continents and avoiding 'single story' learning of countries.
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

		<ul style="list-style-type: none"> Engage in non-fiction books.
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> being a safe pedestrian. <i>As well as showing the route before hand on Google Maps.</i>
	Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. <i>Including our locality.</i> Draw information from a simple map. <i>Including relevant mapping conventions: title, north arrow, labels, correct colours etc.</i> Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. <i>Including a daily calendar/weather chart.</i>
Early Learning Goals	Personal, Social and Emotional Development	<u>Managing Self</u> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. <i>While away from school.</i>
(EYFS Statutory Framework)	Understanding the World	<u>People Culture and Communities</u> <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. <u>The Natural World</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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 and changing states of matter.
Greater Depth Statements	Communication and Language	<ul style="list-style-type: none"> Use ‘and’ and ‘then’ to sequence a journey.
(ref: Sheringdale Skills and Knowledge Progression, Art)	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Understand the difference in rules and expectations when inside and outside of school, and why this is important for their safety.
	Mathematics	<ul style="list-style-type: none"> Use clear positional language when describing routes.
	Understanding the world.	<ul style="list-style-type: none"> Know the order of the months. Understand seasonal weather patterns.

		<ul style="list-style-type: none">• Know that each building has an address, beginning with the name.• Begin to use some correct mapping conventions, title, labels, correct colours etc.• Design using vertical aerial photographs to support.• Understand that some features are built by humans (human features) and others are natural (physical features)
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