Federation of Abbey Schools

Learning in EYFS: Geography

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 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 Development Matters for Reception children 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**

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| **Geography** | | | |
| Reception | Understanding the World | | * **Draw information from a simple map:** * Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. * Familiarise children with the name of the road, and or village/town/city the school is located in. * Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. * Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. * **Recognise some similarities and differences between life in this country and life in other countries:** * Teach children about places in the world that contrast with locations they know well. * Use relevant, specific vocabulary to describe contrasting locations. * Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. * Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. * **Explore the natural world around them:** * Provide children with have frequent opportunities for outdoor play and exploration. * Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. * Create opportunities to discuss how we care for the natural world around us. * Offer opportunities to sing songs and join in with rhymes and poems about the natural world. * After close observation, draw pictures of the natural world, including animals and plants. * Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. * **Recognise some environments that are different to the one in which they live:** * Teach children about a range of contrasting environments within both their local and national region. * Model the vocabulary needed to name specific features of the world, both natural and made by people. * Share non-fiction texts that offer an insight into contrasting environments. * Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
| ELG | Understanding the World | People, Cultures and Communities | * 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 | * 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. |