



Learning in EYFS NURSERY:

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 Science are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Geography		
Nursery	Understanding the World	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

EYFS End Points		
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
<p>Autumn A Let's Explore</p>		
<p>Understanding the World</p>		
<p>Children can talk about different house types. Children can use goggle maps to explore houses. Children can explore the features of a local town. Children discuss different holidays. Children can discuss different journeys they have taken. Children explore brochures and postcards from around the world. Children can follow a simple map around school. Children can explore their local area.</p>		



Geography Skills

Locational knowledge	Place Knowledge	Human & physical geography	Geography skills & fieldwork.
Children can follow a simple map around school.	Children can follow a simple map around school.	Children can explore the features of a local town.	Children can explore their local area.
Children can discuss different journeys they have taken.	Children explore brochures and postcards from around the world.	Children can use goggle maps to explore houses.	
Children discuss different holidays.		Children can talk about different house types.	

Autumn B

Winter Wonderland

Children discuss where in the world is cold.
Children can find hot and cold places on a map.

Geography Skills

Locational knowledge	Place Knowledge	Human & physical geography	Geography skills & fieldwork.
Children discuss where in the world is cold.			
Children can find hot and cold places on a map.			

**Spring
Starry Night**

Understanding the World

Children can discuss what a wood is and if they have seen one.

Geography Skills

Locational knowledge	Place Knowledge	Human & physical geography	Geography skills & fieldwork.
	Children can discuss what a wood is and if they have seen one.		

**Spring B
Once Upon a Time**

Understanding the World

Children can act out the story of Little Red Riding Hood using the resources to stimulate the physical creation of the journey.



Geography Skills

Locational knowledge
Children can act out the story of Little Red Riding Hood using the resources to stimulate the physical creation of the journey.

Place Knowledge

Human & physical geography
Children can act out the story of Little Red Riding Hood using the resources to stimulate the physical creation of the journey.

Geography skills & fieldwork.

Summer A

Sunshine and Sunflowers

Understanding of the World

Children can create a map of the local area.

Geography Skills

Locational knowledge
Children can create a map of the local area.

Place Knowledge
Children can create a map of the local area.

Human & physical geography

Geography skills & fieldwork.

Summer B

Big Wide World

Understanding of The World

Children can talk about their holiday.
Children can discuss where would be nice for a holiday.
Children can explore different places around the UK for support.
Children can follow all instructions and take part in a parent workshop.
Children can explore foods from around the world.

Geography Skills

Locational knowledge
Children can explore different places around the UK for support.
Children can discuss where would be nice for a holiday.

Place Knowledge
Children can explore foods from around the world.
Children can talk about their holiday.

Human & physical geography

Geography skills & fieldwork.
Children can follow all instructions and take part in a parent workshop.

Vocabulary

Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present
House terrace
World globe