



Geography in EYFS

Understanding the world links to Geography

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Begin to understand the effect their behaviour can have on the environment
- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

- 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.
- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Geography is taught in the Early Years Foundation Stage (EYFS) through the area of learning 'Understanding the World'. Initially the children will learn about their own home, school environment and the local surrounding area. This awareness is extended through providing the children with real first hand experiences, by visiting places and by finding out about different environments in books, on TV and through using other technology.

The children will learn about their community and the world in which they live. They will develop their understanding of similarities and differences. They will begin to talk about their environment and make observations of the place they live and their environment. They will begin to ask questions, explore, investigate and make comparisons.

Early Years Foundation stage Framework - Understanding the World 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.

Autumn: We begin the year focussing on who we are and ourselves. We explore where we live (linked to Maths-number, Road Safety-Walk to School) and we typically go on a local walk through the park looking at the current season (autumn). We then revisit a number of times to see the changes across the seasons. This also incorporates the growing use of positional language as we develop through the year. During autumn, we link our relationship education with people who help us and follow this up later in the year with visits from various people.

Spring: Once the children are familiar with their school locality 'Reception/Nursery', we then look into exploring the other areas of our school, naming and locating areas - developing a growing understanding of our school. We continue with local walks through our park.

Summer: We visit the park, explore the local area, and take a walk along Pitshanger Lane. We visit Pitshanger Library where possible and other shops along the Lane. When reading 'Traditional Tales' we explore versions of the same story from other countries. With such a fluid curriculum, we often take opportunities as they arise to identify and learn about specific countries related to either an event/festival or family connection etc. We talk to members of staff at our school about their different jobs and why they do them. Maps are very popular - the children often choose to create their own treasure maps or maps based on where they would like to go. This encourages them to expand their language and oracy skills and consider geographical detail e.g. how would they travel?