

Learning in EYFS: Geography

This document demonstrates which statements from the Development Matters are prerequisite skills for Geography within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for Geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

Geography		
Three and Four-Year-Olds	<i>Mathematics</i>	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	<i>Understanding the World</i>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • 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.
Reception	<i>Understanding the World</i>	<ul style="list-style-type: none"> • 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. • Recognise some environments that are different to the one in which they live.
ELG	<i>Understanding the World</i>	<i>People, Culture and Communities</i>
		<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.

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.

Specific Teaching and Vocabulary in Early Years

- Teachers introduce children to London, that it's a very large city and it is the capital city of England.
- Children taught we are an island surrounded by water.
- The use of 'Go Jettors' is optimised, linking with children's interests and topics/themes to give the children some experiences of places that we are unable to visit such as London and other places across the country/world.
- Children are introduced to contrasting countries/environments through stories such as Handa's Surprise and No Dinner.
- Children experience the seasons first hand through outdoor play and the use of appropriate clothing during different weathers and key vocab is taught through quality interactions during play.
- Through appropriate teaching opportunities, there is a focus on the classroom, school and immediate school environment. Birds eye views of both and this is linked to the fire evacuation plan view.

Vocabulary

England
House
Town
City
Countryside
Farm
London
Island
Map
Globe
Ocean
Sea
Country

