

# Learning in EYFS:

## What Geography looks like at St Bridget's

### Understanding the world educational programme

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.

Our curriculum is planned to include the following throughout the year to give the children as many opportunities as possible for children to develop their love of geography and revise, revisit and practise skills taught over and over. Children are given many opportunities to explore their indoor and outdoor environments, and are supported in asking questions, making observations, noticing patterns and change and answering questions through first hand experiences. These early experiences are essential in laying the foundations of a pupil's geographical skills and knowledge. Through the provision of high-quality learning environments and planned provision children will be provided with opportunities to develop their excitement and curiosity in investigating and exploring and their awe and wonder of the world around us.

Specific geographical areas that we explore and give the children plenty of opportunities to develop are –

- Locational and place knowledge- name and locate different parts of the local community and the wider world where appropriate linked to themes and children's interests.
- Human and Physical geography- Use the local area for exploring both the built and natural environment – for example our school and field / Ashton park / marine lake / beach – express their opinions on both natural and built environments
- Geographical skills : enquiry and investigation – Comment and ask questions about aspects of the familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment – for example 'fun at the seaside' we look at sea creatures and how leaving rubbish can hurt them.
- Geographical skills : Fieldwork- Find out about the environment by talking to people, examining photographs, simple maps and visiting local places – for example during 'amazing animals' we look at the map of Ashton park, study photographs of animals that may live there and go on a walk to explore it first-hand.
- Geographical skills : Interpret a range of sources of geographic information – use a range of sources such as maps, photographs, magnifiers and visiting the local area – for example during 'we are going to the zoo zoo zoo' we look at animals in the zoo

and their plot their natural habitat on the world map and then study photographs of the animals and their habitats

- We also introduce the children to early mapping skills providing opportunities to follow simple directions, draw and create their own maps, look at signs and symbols on maps and give the children exposure to different styles of maps.

Alongside all of this we have open ended resources for children to explore in discover and do time and the investigation station has different globes, reading area has geographical books, whole class maps on display etc for the children to use freely in their play and with the high-quality interactions of the adults lots of geographical enquiry takes place in many areas of the classroom and outdoor area.

Examples of geography are added weekly to our Understanding the world floor book for subject leads to look and see progression.

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 geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>