



Learning and Teaching in the EYFS - What Geography Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School, we want the children to learn about the world around them but also to experience it first hand through a variety of opportunities. They will learn to explore, question and show curiosity about the world, drawing upon their previous learning. They will learn about where they live, the UK and the surrounding seas and then the wider world around them.

EYFS Intent: Children in the Early Years Foundation Stage will begin to investigate the world they share with their family and the wider world around them. With support from adults, they will use different sources and will explore their world through direct experiences, beginning to communicate geographically with their peers and adults.

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 history 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 Birth to three, Three and four-Year-Olds and Reception to match the programme of study for Geography.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World
- Mathematics

Geography Skills Progression Map

EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Birth to Three Year Olds Nursery	Understandin g the World: The Natural World 	• Explore and respond to different natural phenomena in their setting and school community. • Explore natural materials indoors and outdoors.	Children will be given the opportunity to explore the environment around them, including the outdoors and experience jumping in puddles and exploring trees and different surfaces such as concrete, grass or pebbles and explore the senses involved. They will begin to tell stories about journeys and places to visit and explore where they live and talk about home, our country and other environments through small world play and exploration e.g. water and sand. I know I live at home and can begin to talk about it. I am beginning to investigate places I am beginning to make comments about the weather.

Geography Skills Progression Map

EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Three and Four Year Olds Nursery	UW – The Natural World 	• Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Children will be given the opportunity to explore the world through carefully selected resources and activities through small world play. They will visit our Sensory Garden and go on walks around the school grounds whilst talking about the senses involved. They will gain further knowledge of the worlds around them by visiting our Forest School area and looking at different environments. They will use a variety of sources to look more closely at different environments such as photos, online sources, books and objects. <i>I am beginning to understand that I live in a street/road in Cowley, Oxford, England. I am beginning to investigate places and I am beginning to communicate geographically.</i> They will draw maps of the classroom, the playground, story maps and imaginary maps. They will draw road maps with details such as roads, railways, rivers, familiar buildings and then push vehicles along them. <i>I am able to recognise and talk about different environments or geographical features, such as rivers, oceans, seas, mountains, forests, deserts.</i>
	Mathematics	• 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’.	Children will use stories with maps and routes e.g. Handa’s Surprise, We’re Going on a Bear Hunt, Rosie’s Walk, Goldilocks and the Three Bears etc to talk about and draw routes. They will draw maps of the classroom, the playground, story maps and imaginary maps. They will draw road maps with details such as roads, railways, rivers, familiar buildings and then push vehicles along them. They will use positional language when describing where things are on a map e.g. next to, under, behind, etc.
Reception	Understanding the World:  The Natural World	• Draw information from a simple map. • Understand that some places are special to members of their community. • 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 to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	Children will be encouraged to give different opinions on natural and built environments and will be supported with their use of language with an adult (Vocab. hot, cold, country, village, town etc.) They will read stories from different environments and countries (Oxford, England, Antarctica etc.) They will explore these different environments through small world play, photos, online sources and discussions with family members. They will note, observe and talk about the animals and plant life that they see in different environments, such as Polar regions, the African plains, desert areas and tropical areas. <i>I am beginning to investigate places, to communicate geographically with support and begin to investigate patterns. I know some of the features in my own locality.</i> The children will learn about the different seasons and the weather usually associated with each season. They will begin to look at, create and follow their own simple maps for where things are in their own, familiar environment. <i>I can follow a simple map looking at key features such as plants and buildings.</i>

Geography Skills Progression Map

EYFS Stage	Areas of Learning		Development Matters
Early Learning Goals	Understanding the World:	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 and changing states of matter.
	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 children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. The children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts, simple maps or children's own experiences. <i>I can investigate places, to communicate geographically with support and begin to investigate patterns.</i>

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Thinking: - Having their own ideas - Making links - Choosing ways to do things

