

Geography in EYFS

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 show how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for geography.

The most relevant early years outcomes for geography are taken from the following areas of learning:

- Understanding the World

Geography			
30-50 Months	Understanding the World	The World	<ul style="list-style-type: none">• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.• To talk about some of the things they have observed, such as plants, animals, natural and found objects.• To talk about why things happen and how things work.• To develop an understanding of growth, decay and changes over time.• To show care and concern for living things and the environment.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none">• To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none">• To talk about past and present events in their own lives and in the lives of family members.• To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none">• To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Geography in the early years is looking at the children's immediate environment and familiar places that they know. This can be the school or school grounds, the local area around the school or places that are familiar to them.

We will look at the seasons and changes within the seasons and weather and how it affects plants and animals at different times of the year.

It may include looking at the lives of other children around the world, for example in our topic on Toys we looked at different toys around the world and where toys come from for example Lego from Sweden, kites from China.

There are daily opportunities to observe the weather during our morning routines where we do our weather chart.

We look at particular festivals such as Diwali and Chinese New Year recognising different traditions and customs around the world.

International Week has been used to ask parents from different backgrounds to come into school to share a part of their cultures and traditions.