

## What does Geography look like in EYFS?

- Geography is part of the Understanding the World area of learning in EYFS.
- The Early Learning Goals for the Geography element of Understanding the World at the end of Reception are:
  - ✓ 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.
  - ✓ 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.
  - ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants.
  - ✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Throughout our termly topics, Geography objectives are planned for. These are modelled by staff within the classroom with key skills taught explicitly using a range of resources including globes, maps and atlases, photos and artefacts and small world play. Topics such as 'Animal Explorers' and 'Let's go on Holiday' have many opportunities for children to explore contrasting environments, for example when reading 'Giraffes Can't Dance', children learn about Africa and the animals that live there.
- Through continuous access to the outdoor learning environment, children have a wealth of opportunities to explore their immediate environment. This is supported by the use of the wooded area in school and the Adventure Playground to explore the natural world.

- Children are encouraged to become explorers (Characteristics of Effective Learning – Playing and Exploring) and lead their own learning. Equipment such as binoculars and magnifying glasses are readily available to children to support this.
- Simple map work is also covered through enhancements linked to our weekly texts. For example, when reading ‘We’re Going on a Bear Hunt’, children created their own maps, followed simple maps and went on their own ‘bear hunt’ around the school grounds.
- To further develop children’s role as explorers, prompting questioning to find out more, we use a Curiosity Cube in each class containing something related to the week’s text or topic. Children are unable to touch the contents but should instead ask questions to extend their understanding of what is inside.

This is our Skills and Knowledge grid for areas of learning related to Geography:

UNDERSTANDING THE WORLD				
People, Cultures and Communities				
I can talk about life in England compared to life in other countries.	I can describe my immediate environment.	I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos.	I can draw information from a simple map.  I can recognise some similarities and differences between life in this country and life in other countries.	<b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>  <b>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.</b>

<b>The Natural World</b>				
I can use my senses to explore the natural world around me.	I can use my senses in hands-on exploration of natural materials.	I can talk about what I see, using a developing range of vocabulary.  I can explore the natural world around us.  I can describe what I see, hear and feel whilst outside.	I can make observations, talking about what I see, using a wide vocabulary.  I can explore and talk about different forces I can feel.	<b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b>
I can talk about living things.	I am beginning to understand the need to respect and care for the natural environment and all living things.	I can identify how living things adapt to their environment.  I can observe and describe living things including plants and animals.	I understand the key features of the life cycle of a plant and an animal.  I can plant seeds and care for growing plants.	<b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b>
I can talk about changes and patterns in the natural world.	I can describe patterns in the natural world (colours/shapes/stripes/spots...)  I can describe different weather types and changes.	I understand the effect of changing seasons on the natural world around me.  I can explore the differences between materials and changes I notice. – freezing/melting/mixing/dissolving	I understand and can talk about the effect of changing seasons on the natural world around me.  I can talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving	<b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b>
I can compare environments.	I can describe my immediate environment.	I can recognise some environments that are different to the one in which I live.	I can recognise and describe some environments that are different to the one in which I live.	<b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</b>

				<b>experiences and what has been read in class.</b>
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