



Learning in EYFS: What Geography Subject Leaders Need to Know

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

Taken from St Mary's Catholic Academy EYFS LTP 22-23

Nursery	<p>Children will use their chatter boxes to talk about their immediate family</p> <p>Children will explore and explain changes that happen in autumn</p>	<p>Children to explore how and why people celebrate Christmas</p> <p>Children to explore how and why people celebrate Diwali</p>	<p>Children to explore how and why people celebrate Chinese New Year</p> <p>Children will explore and explain changes that happen in Winter</p>	<p>Children to explore how and why people celebrate Easter</p> <p>Children will explore and explain changes that happen in Spring</p>	<p>Children to know what a globe and map represents</p> <p>Children to know there are different places in the world</p>	<p>Children to know what a globe and map represents</p> <p>Children to know there are different places in the world</p> <p>Children will explore and explain changes that happen in Summer</p>
Reception	<p>The children will share and talk about Family Relationships the use of chatterboxes and photographs</p> <p>Children will build on their knowledge of Autumn from the Nursery- new vocabulary is</p>	<p>The children will know that we have a post box in our local area which we can walk to, to post our letters to Santa.</p> <p>They will learn that their school is in Norton</p> <p>Through this they will have an awareness of</p>	<p>Children will learn about the country of China, talk about how we can travel there and learn about their culture through food, clothing, and the celebration of Chinese new year.</p> <p>Children will build on their</p>	<p>The children will build on and learn about why we celebrate Easter</p> <p>Through the topic of superheroes the children will learn about 'real life heroes'</p> <p>The children will learn about the</p>	<p>Children will learn about the Muslim Faith and the celebration of Eid.</p> <p>Children will learn how to locate local and familiar places where they or family are from on a map.</p> <p>Children will know we live in</p>	<p>Compare/contrast the area we live in to another. Continents, oceans, geographical locations (seaside and oceans)</p> <p>Children will build on their knowledge of Summer from the Nursery - explore and explain</p>

	introduced. The children will talk about the seasonal changes they see and use the autumn walk to discuss first hand experiences.	their local surroundings. Children will build on and explore how and why people celebrate Christmas Children will build on and explore how and why people celebrate Diwali	knowledge of Winter from the Nursery - explore and explain changes that happen in Winter	seasonal changes that occur in Spring- They will use the school gardens and a local Spring walk to identify the signs of Spring using a widened vocabulary	England.	changes that happen in Summer
--	---	--	--	--	----------	-------------------------------

Outcomes from Development Matters

Geography			
Three and Four-Year-Olds	Mathematics	<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'. 	
	Understanding the World	<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	Understanding the World	<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	Understanding the World	People, Culture and Communities	<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	<ul style="list-style-type: none"> 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.
--	--	--	---

