



Geography in EYFS

In the Foundation Stage children will be taught Geography through the Specific Area, **Understanding the World**. Children will begin to gain a wider experience of the world around them by learning through first-hand experiences, observations, discussions, relevant stories, information books and maps. They will be encouraged to explore, observe, predict, think critically, make decisions and talk about people and their jobs, their natural environments and the local area. Staff will ask children open-ended questions, to help children to think and make connections between ideas.

Children will learn about the effects seasons and different weather has on the environment, features in the local area and the buildings that surround them. They will walk around the local area to help them identify features, for example canal, park, shops etc. They will also be encouraged to record their findings, through drawing, writing, and modelling. Children will learn different religions and cultures and will compare life in this country to others around the world.

Below are the Development Matters statements for the Specific Area **Understanding the World**, it is made up of 3 aspects, **Past and Present (History)**, **People, Culture and Communities (Geography)** and **The Natural World (Science)**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their geographical knowledge.

Below are the statements for the Specific Area **People, Culture and Communities** of the EYFS curriculum:

3-4 Years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop 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.

Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.



Waverton Primary School
Learning Together – Achieving Together

- Recognise that people have different beliefs and celebrate special times in different ways.
- 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.

Early Learning Goal People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.



EYFS GEOGRAPHY

Autumn 1

Only One you

Text :

Only One You Linda Kranz

One day on my Blue Planet Ella Bailey

Guided Learning Opportunities:

- Drawing ourselves and families
- Talking about where we live and where we go to school
- Talk about and draw the route to school, link to senses
- Talk about immediate environment- effects of Autumn
- Change role play to hospital, talk about jobs- doctors, nurses etc

Autumn 2

What do we Celebrate?

Text :

Celebrations and Special Days Ellen Lawrence

Family Festivals Jean Cappendale

Guided Learning Opportunities:

- Talk about what we celebrate, how it compares to other celebrations
- Talk about religious beliefs and festivals
- Harvest festival, Bon Fire Night, Diwali, Remembrance Day, Christmas, Birthdays
- Talk about India, show world map, link to Diwali, look at clothes and culture

Spring 1

Can you Catch a Star?

Text :

Guided Learning Opportunities:

How to Catch a Star Oliver Jeffers

- Talk about immediate environment- effects of Spring

Spring 2

Superheroes

Text :

Guided Learning Opportunities:

Super Daisy Kes Gray & Nick Sharratt

Supertato Sue Hendra

- Talk about villages, towns
- Compare a city landscape to a country landscape
- Talk about real life heroes, their jobs and how they help us in our local area

Summer 1

Castles, Dragons and Knights

Guided Learning Opportunities:

Jack and the Beanstalk Nick Sharratt

Little Red Bethan Woollvin

- Look at different castles, talk about our houses and compare
- Talk about environment around castles, compare to where we live
- Talk about immediate environment- effects of Summer

Summer 2

Out and About

Superworm Julia Donaldson & Axel Scheffler

Aaaarrgghh, Spider! Lydia Monks

Mad About Minibeasts! Giles Andreae & David

Wojtowycz

Guided Learning Opportunities:

- Walk around the local area, walk to canal, play at the park, make own maps
- Look at the features of our immediate environment, talk about likes, dislikes and improvements
- Understand and accept other views and opinions
- Go on a minibeast hunt- look at habitats in the local environment
- Talk about summer holidays, where you go, compare Waverton to different countries



Coverage across the year:

This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

<p>Autumn 1</p> <p>3-4 Years</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Show interest in different occupations. • Continue to develop 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. <p>Reception</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a simple map. • 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. 	<p>Autumn 2</p> <p>3-4 Years</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception</p> <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. • 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.
<p>Spring 1</p> <p>Reception</p> <ul style="list-style-type: none"> • Explore the natural world around them. <p>ELG</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Spring 2</p> <p>ELG</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
<p>Summer 1</p> <p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Summer 2</p> <p>ELG</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.