

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 Birth to Three (two-year-olds) 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

In addition to this, our Early Years Setting have identified curricular goals for our specific context of children to achieve when they leave Helperbees and Reception. So, some of our statements are taken from our own curriculum.

The most relevant goals to Geography are:

Helperbees – To show an understand of their feelings the feelings of others

To show an understanding and care for the natural world

Learn new vocabulary and engage with it

Look for patterns and spot connections in mathematics

Reception – Observe and explore the world around us

Have a positive sense of self and a respect for others

To develop mathematical thinking

Geography		
Two-year-olds	Mathematics	<ul style="list-style-type: none"> • Notice patterns and arrange things • Compare sizes using gesture and language
	Understanding the World	<ul style="list-style-type: none"> • Explore and response to different natural phenomena in their setting and on trips • Notice differences between people • Make connections about their family and others
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.

