

Geography in the EYFS

At St Peter's, the journey to becoming Geography literate begins in the Early Years. Our youngest children learn about Geography within the EYFS area of learning known as 'Understanding the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle. For instance, the theme 'All About Us' develops an awareness of their place in the World.

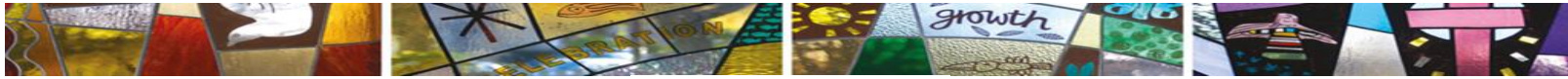
The EYFS Curriculum is split into the following areas learning and development:

Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development		Physical Development
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships		Gross Motor Skills Fine Motor Skills
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension Word Reading Writing	Number Numerical Problems	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive



Geography falls under 'Understanding the World' – in particular, the 'people, culture and communities' area. Due to the nature of EYFS, it will also occur naturally within other areas of learning. During the Reception Year, we follow certain topics/themes that may include Geography. The following highlighted areas are where Geography learning may happen, and the kind of activities that take place.

	Turrets and Tiaras	Walking in a Winter Wonderland	Bright Lights, Big City	To Infinity and Beyond	On Safari	Ready Steady Grow
2022 - 2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal/Topic of Interest	<p>Back to School – Mixed by Aree Chung. Ourselves – Our feelings</p> <p>Which people are special and why? Who is special to us? Talking about people who are familiar to us.</p> <p>Local Area Road safety talking about houses, our routes to school, our town, where our families come from</p> <p>Harvest/Autumn – learning how the seasons change and what happens during the seasons.</p> <p>Habitats and living things – hibernation Food chains</p>	<p>Seasonal change Autumn – changes in local area – seasonal walk</p> <p>Halloween Bonfire night/ night safety Remembrance Day</p> <p>Pantomime trip – theatre visit.</p> <p>Light and dark - changes in day length and weather</p> <p>Winter – polar regions.</p> <p>Which times are special and why? What makes us special?</p> <p>Using a computer</p>	<p>New Year</p> <p>London Capital cities</p> <p>London past and present</p> <p>Our local area</p> <p>transport. Maps</p> <p>people who help us fire safety</p> <p>Which stories are special and why</p> <p>How do we keep safe?</p>	<p>Easter Shrove Tuesday Pancakes</p> <p>Spring- new life Living things Seasonal change Changes in local area- seasonal walk Earth and Space The world Planetarium</p> <p>Which places are special and why?</p> <p>Who is there to keep us healthy?</p> <p>Making a moving story book</p>	<p>Animals Hot lands</p> <p>People, culture and communities</p> <p>Being special: where do we belong</p> <p>How can we look after each other?</p> <p>Printing</p> <p>Tropical world?</p>	<p>Summer</p> <p>Moving On</p> <p>What is special about our world?</p> <p>How can we recognise our feelings?</p> <p>Plants Minibeasts</p> <p>Sculpture</p> <p>Harlow Carr</p>



	<p>Who is our King/Queen? The life of Queen Elizabeth. - discussing basic chronology. Castles, Kings and Queens Which people are special and why? Who is special to us? Talking about people who are familiar to us.</p>	<p>Creating with materials – puppets Nativity Christmas</p>				
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Geographical Vocabulary Introduced in the EYFS: seasons, weather, autumn, winter, spring, summer, change, Harrogate, town, area, map, building, road, England, London, capital, cities, transport, countries, Africa, hot, cold, dry,

Other opportunities for geography teaching	
Classroom routines that incorporate geography	Outdoor learning opportunities that incorporate geography
Daily calendar, changing seasons, the weather	Exploring the changing seasons – visiting The Stray, planting bulbs Getting to and from The Stray Exploring how the trees are changing on The Stray

Where geography happens in the EYFS classroom and provision	
Topic area	Looking at maps, talking about where our families are from, what is this country like? How do people live in our country? Where have you been on holiday?
Reading area	Range of books with people from other cultures, stories from other cultures, stories with other languages in them
Construction area	Pictures of buildings from around the world
Small world	Seasonal tuft trays – autumn, winter, spring, summer landscapes
Creative	Linked with lines of enquiry



Examples of how to support geography:

<p>Draw information from a simple map.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>
<p>Explore the natural world around them.</p>	<p>Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>