## What Does Geography Look Like in the Early Years at St Mary's C.P School?

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than specific subject areas. Outlined below are the statements taken from the Mathematics and Understanding the World areas of learning, that link to programme of study for Geography. They are 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. At St. Mary's we build upon these key statements to create our geography curriculum.

| Geography | | | |
|---|---|---|---|
| **Three and Four-Year-Olds** | Mathematics | | • Understand position through words alone. For example, "The bag is under the table," – with no pointing.<br>• Describe a familiar route.<br>• Discuss routes and locations, using words like 'in front of' and 'behind'. |
| | Understanding the World | | • Use all their senses in hands-on exploration of natural materials.<br>• Begin to understand the need to respect and care for the natural environment and all living things.<br>• 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 | | • Draw information from a simple map.<br>• Recognise some similarities and differences between life in this country and life in other countries.<br>• Explore the natural world around them.<br>• Recognise some environments that are different to the one in which they live. |
| **ELG** | Understanding the World | People, Culture and Communities | • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• 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 | • 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.<br>• Understand some important processes and changes in the natural world around them, including the seasons. |

## What Geography Looks Like in the Early Years, including Indoor and Outdoor Provision

| What you might see children doing | What you might see staff doing |
|---|---|
| Showing and understanding the need to respect and care for the natural environment and all living things.<br>Talking about different countries in the world and talking about places that they have been to and what it was like.<br>Looking at simple maps – locating where they live and talking about the local area and its features.<br>Talking about similarities and differences between life in this country and life in other countries.<br>Exploring the natural world around them – through visits during different seasons in order to compare similarities and differences.<br>Looking at books, maps and globes and discussing the world in which we live in.<br>Exploring their own interests which have a geographical theme, for example playing with a globe.<br>Exploring their local area through the eyes of a 'geographical.' | Teaching and modelling geographical language.<br>Talking to children about other 'places', outside of their home town.<br>Providing opportunities to explore the local area and talk about the geographical features.<br>Stimulating curiosity through providing interesting resources and artefacts.<br>Considering prior learning when planning opportunities. Considering children's interests.<br>Showing interest in the children as individuals.<br>Providing books and objects which promote discussion about places and life in the wider world. |