



Learning in EYFS - How Development Matters links to the Geography Curriculum

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 support subject leaders in understanding how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2021 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 to match the programme of study for geography.

Birth to Three

- Explore and respond to different natural phenomena (UW)

Three to Four

- Understand why questions (CL)
- Describe a familiar route. (M)
- Discuss routes and locations, using words like 'in front of' and 'behind'. (M)
- Talk about what they see, using a wide vocabulary (UW)
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UW)

Reception

- Learn new vocabulary (CL)
- Engage in non-fiction books (CL)
- Draw information from a simple map (UW)
- Recognise some similarities and differences between life in this country and life in other countries (UW)
- Recognise some environments that are different to the one in which they live (UW)
- Understand the effect of changing seasons on the natural world around them (UW)

Early Learning Goal

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL-S)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (L-C)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (UW – PCC)
- 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. (UW – PCC)
- Understand some important processes and changes in the natural world around them, including the seasons (UW – NW)

Geography in a Lancaster EYFS class

At The Lancaster School, care has been taken to ensure progression can be seen from FS1 to Yr2. When Key Stage One cover a particular Geography topic, EYFS ensure there is linked learning occurring in their provision. This learning or activity will ensure children have the prerequisite skills and vocabulary to access the curriculum as they move through the school.

It is important to note, however, that though certain activities have been planned to accommodate the geography curriculum, practitioners will also take the lead of the children and provide opportunities for geographical learning which follows children's interests and questions. These will occur naturally throughout the year; showcasing and fostering children's natural enquiry and interest in the subject.

	FS1	FS2	KS1
Term 1	Explore and get to know classroom and outdoor area. Know where to find things/put things back.	Go on a walk around school	Fieldwork & human and physical features
Term 2	Look at local landmarks i.e. shops, Junior School, leisure centre and talk about our experiences.	Explore local community (Birchwood) Create a map from home to school using local landmarks. Use Google maps	Fieldwork, aerial photos, Compass directions
Term 3	Explore different buildings in small world play. Create own environments using loose parts.	Look at Lincoln landmarks – draw maps and pictures.	Locational knowledge, human and physical features
Term 4	Look at a contrasting area of Lincolnshire (i.e. the beach) recount experiences and share photos.	Look at different areas in Lincolnshire – farms, seaside, towns. Sort pictures/artefacts into each area.	Human and physical features
Term 5	Find out about another country via stories (i.e. Africa with Handa's Surprise, We're Going on a Lion Hunt etc) and non-fiction texts. Retell stories using puppets	Compare two different countries – i.e. a hot and cold place. Answer questions such as Do trees grow everywhere? Are there houses at the South Pole?	Comparison of Lincoln and UK (yr 1) Comparison on non European Africa (yr2)
Term 6	Decorate seasons trees for classroom display.	Create a seasons wheel.	Seasonal Changes/ Climate change