

Geography in our EYFS

Early Years Statutory Framework: Educational Programme Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and economically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Linked Early Learning Goals:

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, non-fiction texts and – when appropriate – maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; 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 and changing states of matter.

By the end of our EYFS learners will:

Be Geographical Genius':

- Knowing that some places are special to them;
- Knowing that they live and go to school in Grantham, England and that England is an island surrounded by seas;
- Knowing that the globe shows different countries that make up the world; Knowing and naming different key features and objects in their immediate environment, including home and school;
 - Knowing and discussing the features of their local environment;
- Knowing some environments that are different to the ones in which we live, including woodlands, rainforests and oceans;
- Knowing that life is different in different countries, including homes.

Be Climate Crusaders:

- Knowing that people can change the environment in different ways, such as growing, gardening and pollution;
- Knowing that the weather changes, naming different weather types and describing each with accurate vocabulary;
 - Knowing and naming the four seasons;
- Knowing that the seasons bring change and orally describe what these changes mean for us.

Be Sustainability Savivors :

- Knowing how we can all protect the local environment and the plants and animals within it;
- Knowing that it is important to save water and how;
- Knowing that some materials can be recycled and how we can be 'super recyclers'.

Be Mapping Marvels:

- Knowing that maps show the features in a place;
- Knowing how to make '3D' maps using construction toys and models to represent places they know;
- Knowing that 'go left' and 'go right' are instructions that can help direct people to places;
- Knowing that maps can be used to provide directions to and from

A taste of Geography in action...

Exploring seasonal changes through our outdoor Footprint Friday adventures each week.

Searching for minibeasts, creating bug hotels and exploring habitats in our Wildlife Area.

Valuing Earth Day; planting flowers, picking up litter, protecting wildlife...

Using 'weather boxes' containing items specific to the weather e.g. kites, streamers and a parachute for wind.

Sharing both stories and non-fiction books around animal habitats, the weather and the four seasons.

Exploring a range of maps, postcards, atlases and globes within the classroom.

Accessing a range of authentic items from different cultures across the world e.g. costumes, dual language books, musical instruments and objects connected to certain countries such as Russian dolls, Indian bangles, chopsticks...

Planting poppies, wildflowers and sunflowers. Learning how to care for them to help them grow.

Exploring collections of objects from around the world e.g. spoons, thimbles, postcards...

Following our outdoor curriculum... the Wanderlust Nature Studies!

Using photographs of local landmarks and those further afield to inspire construction in the small world area e.g. Big Ben.

Following and creating maps e.g. when going on a bear hunt.

Writing letters, discussing the address, stamp, postcode and how a letter travels through the postal service.

Using google maps to pinpoint different locations.