**Geography in EYFS**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. These areas are Communication and Language, Personal, Social and Emotional Development (PSED), Physical Development, Mathematics, Literacy, Understanding the World and Expressive Art and Design. These seven areas of learning are further divided into Early Learning Goals (ELG’s). ELG’s are the targets that the children are expected to achieve at the end of their reception year.

The seven areas of learning are divided as follows:

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| **Area of Learning** | **Early Learning Goals (ELG’s)** | |
| Communication and Language | Listening, Attention and Understanding | |
| Speaking | |
| Personal, Social and Emotional Development (PSED) | Self-Regulation | |
| Managing Self | |
| Building Relationships | |
| Physical Development | Gross Motor Skills | |
| Fine Motor Skills | |
| Mathematics | Number | |
| Numerical Patterns | |
| Literacy | Reading | Comprehension |
| Word Reading |
| Writing | |
| Understanding the World | Past & Present | |
| People, Culture and Communities | |
| The Natural World | |
| Expressive Art and Design. | Creating with Materials | |
| Being Imaginative and Expressive | |

As a subject leader, it is important to note how the different skills taught across the seven areas of learning feed into national curriculum subjects.

These 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 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

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| **Geography** | | | |
| Three and Four Year Olds | Mathematics | | * 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 | | * 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 work and talk about the differences they have experienced or seen in photos. |
| Reception | Understanding the World | | * 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. |
| Early Learning Goal (ELG) | Understanding the World | People, Culture and Communities | * 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 | * 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. |