



What does Geography look like in Early Years at St Michael's Nursery and Infant School?

The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests to the children. 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 EYFS Educational Programme for **Understanding the World** says:

‘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 ecologically 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.’

This document demonstrates which 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 area of learning:

- **Understanding the World**

Geography		
Three and Four Year Olds	Understanding the World	<ul style="list-style-type: none">• 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 world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none">• 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 from the one in which they live.

ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.