LEARN AND BELIEVE, ASPIRE AND ACHIEVE

LANE END PRIMARY SCHOOL

Geography in EYFS at Lane End Primary School

EYFS links to the whole school geography curriculum

The EYFS is it's own distinct key stage and has it's own curriculum, tailored to meet the needs, interests and fascinations of our youngest learners at Lane End Primary School. The aims of the curriculum are to foster the development and progress of our children, in line with the guiding principles of the Early Years Foundation stage, in readiness for the next curriculum stage. Consideration has been made of the key knowledge and skills that our children will develop within their geography curriculum in both Nursery and Reception. To ensure that our children are ready to access National Curriculum content in Year 1, links are made between the EYFS areas of learning and National curriculum subjects, so the whole school curriculum is progressive from the very start that pupils join our school.

Our EYFS curriculum has been built to reflect the context of the school, pupils and community in which we live. Although key skills and knowledge are planned for throughout the year; activities and experiences are also fluid, and responsive, based upon children's needs, interests and fascinations.

Geography is encompassed within the Understanding the World area of learning, as set out in the Early Years Foundation Stage.

"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, including 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.

Taken from the Statutory framework for the Early Years Foundation Stage.

As well as planned experiences to develop knowledge, skills and vocabulary, a wide range of stories and books are planned into our curriculum from the Lane End Diet of reading to support and enhance the understanding of geographic concepts and vocabulary.

Key Knowledge links within the Planned Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	New Beginnings Settling in – learning about my teachers, friends, classroom etc	Celebrations	Winter	New Life	Bugs	The wider world Local area – walking to school Places they have visited Visit - farm
	Ongoing sensory experiences planned for, alongside knowledge of the world around them through regular visits to the wildlife garden and local woods →					
	Ongoing knowledge links are made with other countries and key greographical features discussed through the texts that are planned for from the Lane End Diet of Reading– eg Handa's Surprise, Rosie's Walk, On the Park →					
Reception	All about me/ Autumn Explore the natural world around them Trip – local walk (Autumn)	People who help us Christmas around the world – link to celebrations in other countries Visitors-dentist	Winter Traditional tales Map skills – linked to journey to school / Goldilocks and her journey	Spring/Growth	Minibeast Habitats and environments Local area – linked to where we live/ special places (Eid/ Ramadan)	Holidays/ Transport Map skills – linked to places around the world Visit – Lotherton Hall
Talking like a geographer in the EYFS	Country, countries, United Kingdom (UK), Leeds, Beeston, Holbeck, city, town, atlas, map, globe, Address, hot, cold, weather, season, farm, church, temple, mosque, shop, factory, house, flat, area, weather chart (and associated weather) , ocean, sea.					

Note – ongoing opportunities to make links to knowledge are exploited as they arise within children's interests and fascinations.

Geography	Key Skills Links to: Development matters 2021 (the non statutory supporting guidance for the EYFS Statutory Framework 2021), Early Learning Goal
	Understanding the World
Birth to 3	Explore natural materials, inside and outside Explore and respond to different natural phenomena in their setting and on trips Make connections between the features of their family and other families. Notice differences between people
3 and 4 year olds	Talk about what they see, using a wide vocabulary Begin to understand the need for respect and care for the natural environment and all living things Show interest in different occupations Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Children in reception	Talk about members of their immediate family and community Name and describe people who are familiar to them Draw information from a simple map Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Describe what they see, hear and feel while outside Understand the effects of the changing seasons on the natural world around them. .
The Natural World ELG (A point in time assessment)	Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants

	• Know 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.
People and Communities ELG (A point in time assessment)	Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain 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

How do we provide a foundation of geography skills and knowledge in Lane End EYFS ?

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Draw information from a simple map
- Similarities and differences between families and communities
- Celebrate and value cultural, religious and community events and experiences
- Recognise that some environments are different from the one in which they live
- Explore contrasting environments within both their local and national region (in books nationally)
- Recognise some similarities and differences between life in this country and life in other countries
- Sing songs and rhymes about the natural world (taken from Lane End Diet of Reading)
- Explore the natural world around them
- Familiarise children with the name of the town, road, city their school is in
- Look at aerial views of familiar places recognising key features of the environment
- Understand the effect of changing seasons on the natural world around them

Other geography knowledge and skills are built upon, 'in the moment' following children's interests and fascination within their chosen play.

What might this look like within the Early Years at Lane End?

- Festivals around the world- eg Chinese New Year
- Building different structures in the construction area based on buildings from around the world
- Exploring countries on a globe
- Using directional language in obstacle courses (build up according to children's knowledge and understanding)
- Talk about holidays we have been on and how they are different from where we live
- Talk about the oceans and recreate oceans in small world play using under the water sea animals, shells, rocks and sand
- Look at aerial views linked to different learning – eg coral reefs and our school
- Daily weather conversations linked to the weather calendar. Compare with other countries.
- Discuss appropriate clothing for different weathers
- Discuss extreme weathers and where they happen in the world when they have occurred – eg Newsround
- Creating different types of maps – treasure maps, story maps, directional maps (how we get to school) and plans that include symbols, labels and pictures
- Observational skills when drawing things in their environment or when out on environmental walks in the local area
- Exploring different geographical stories from the Lane End Diet of reading – eg Handas Surprise, Rosie's Walk or On the Way home
- Celebrations from around the World – looking at how children around the world celebrate Christmas
- Tasting and trying different foods from around the world and talking about the country
- Creating different environments in small world play – eg cave, woodlands, beaches, mountains, rivers.