



## EYFS and Geography at Hayward's Primary School

The new EYFS Framework became statutory in September 2021. It is structured differently to the National Curriculum and is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into the National Curriculum subject of Geography and lend themselves to be the pre-requisite skills children need in this subject. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Teaching and Learning (CoETL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject. The table below outlines the relevant **statutory Educational Programmes** linked to **Geography**, which involves activities and experiences for children, as set out under each of the areas of learning, information on the **non-statutory Development Matters** document and the **Characteristics of Effective Teaching and Learning**.

This document also shows which statements from the **2020 Development Matters** are prerequisite skills for Geography within the National Curriculum.

### Understanding the World Educational Programme

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.

### Communication and Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



### Development Matters

*“The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration.”*

The Development Matters is a **non-statutory** document for EYFS which has been created to support practitioner’s understanding of child development and their delivery of teaching. This is a document to guide practitioners to design an effective Early Years curriculum and overall support professional judgement enabling children’s individual needs to be supported and build upon their strengths. Other areas of learning will also feed into the skills of **Geography**, for example, the area of Communication and Language plays a significant role in children being able to ask questions. Please refer to this document for an in depth view of progress within the above areas.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

### Development Matters Statements 2020

Three and Four Year Olds	Mathematics		<ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception Children	Understanding the World		<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>
Early Learning Goals	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

### Characteristics of Effective Teaching and Learning

- **Playing and Exploring** – children investigate and experience things, and ‘have a go’
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things