Learning in EYFS- Building Foundations in Geography

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 aim of this document is to show how the skills taught across EYFS feed into the Geography national curriculum and determines which statements from the 2020 Development Matters are the prerequisite skills for the subject. 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 in Geography.

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Understanding the World	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things.	• 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. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	**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.
Maths	・ 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'.		