



# Geography in Foundation Stage



The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document shows how the skills taught across EYFS feed into National Curriculum subjects. 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 Foundation Stage to match the programme of study for Geography.

	Three and Four Year Olds	Foundation Stage	Early Learning Goals
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**

- 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.

- 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

**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-

different to the one in which they live.

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.



**Place** – Where are places of interest in relation to each other and our village and what are their geographical features?

**Local Geography** – What are the physical and human characteristics of our village and wider local area?

**Environment** – What different biomes exist in the world, what are their features and how do humans and animals adapt to them?

**Sustainability and Change** – What are the long terms effects of human activity on the environment and how can we change this?

**Investigation** – What resources can we use to draw conclusions about the world?