



EYFS links to Geography

Age bands	Development Matters	Ranges	Birth to 5 Matters
0-3	Encourage toddlers and young children to enjoy and explore the natural world.	1	Provide spaces that give young babies different views of their surroundings, such as a soft play area, under a tree, on a lap, looking at bushes and flowers in a garden or park.
3-4	<p>Provide interesting natural environments for children to explore freely outdoors.</p> <p>Practitioners can create books and displays about children’s families around the world, or holidays they have been on. Encourage children to talk about each other’s families and ask questions.</p>	2	<p>Display and talk about photographs of babies’ favourite places.</p> <p>Take babies on regular outings to a range of local environments</p>
Reception	<p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p>	3	Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change

	<p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</p>		
ELG	<p>Talk about the features of their own immediate environment and how environments might vary from one another</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things</p>	4	<p>Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.</p>
		5	<p>Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children's interest.</p> <p>Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</p> <p>Share stories related to pollution, climate change, habitat erosion, etc.</p>
		6	<p>Provide stories that help children to make sense of different environments.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>
EYFS Geography skills			

Geographical Enquiry Skills

Ask simple geographical questions such as ... Where can we build a carpark for the toy cars? What is the weather like today? (Ongoing)

Observe features around school and recognise and name other familiar ones and environments such as parks. Look at how features vary from each other

Express own views by talking simply about places and weather that they like

Communicate by talking, making and drawing

Begin to **use** simple **geographical vocabulary** such as the name of some familiar features e.g. road, house

Use photographs to learn about features of a place

Make simple comparisons about familiar places and weather

Fieldwork

Ask simple geographical questions

Mark make and create representations of maps and journeys

Use the globe to identify the UK

Use simple observational skills to explore the school grounds

EYFS Geography knowledge

Locational/ Place Knowledge:

Name the school and area that they live in

Human and Physical:

Describe daily weather changes

Key Vocabulary

Physical: weather, rainy, sunny, cloudy, windy, cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter

Human: house, park, shop, nursery, school, road, path, office, farm, sea, field