



**EYFS**

**FOUNDATIONS FOR  
GEOGRAPHY**

# EYFS Foundations for Geography

## Area of Learning

## Key Learning Themes

### Understanding the World

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.

### Nursery

### Reception

Autumn

Autumn

Spring

Spring

Summer

Summer

### Early Learning Goal for Understanding the World: People, Culture and Communities

### Key Vocabulary

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons.
- 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-fiction texts and when appropriate – maps.

England, country, planet, Earth, land, ocean, Marton, Middlesbrough.  
 Weather (rain, sun, wind...), season, spring, summer, autumn, winter.  
 'In front of', 'behind'.  
 Road, pavement, park, farm, beach, rainforest, desert.

## Conceptual Knowledge and Understanding

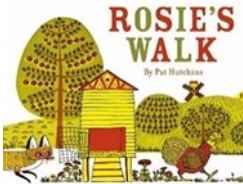


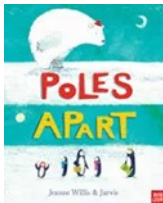

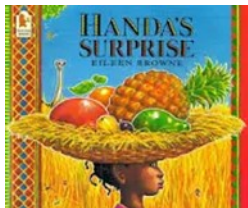
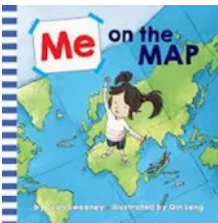
### Nursery

### Reception

- Know that we must look after the natural environment and care for living things.
- Know that litter needs to be put in a bin.
- Use sight, smell, touch, hearing and taste to experience and explore natural materials.
- Know they live in England and that there are different countries in the world.
- Use photos/artefacts to talk about how some countries are different to England.
- Explore land use through creating small world settings e.g. a farm, beach.
- Use some words to label the weather e.g. rain, sunny, hot.
- Create simple small world settings.
- Use simple positional vocabulary e.g. 'in front of' and 'behind' to talk about routes or locations in a simple small world setting or in role play.
- Describe a familiar route.

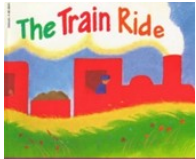

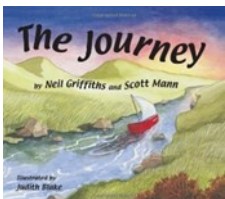

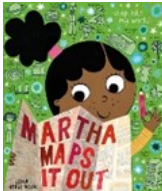


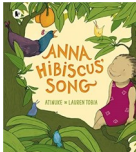


- Name some of the habitats in Marton and know there are different habitats around the world.
- Name some things in the natural world around them.
- Talk about the types of weather we experience in the different seasons.
- Name features of Marton such as woodland, beck and houses and explore if there are the same or different features in the countryside. Know how a farm environment is different to Marton.
- Know that we can help to take care of the environment by recycling our rubbish.
- Observe and talk about what I see in photographs and experiences outside and begin to ask questions to find out more.
- Know that we all live on a planet called Earth and when looking at Earth, that the green, brown, yellow and white parts are land and the blue parts are water.
- Know that they go to school in Marton and live in a town called Middlesbrough.
- Know there are different habitats around the world e.g. rainforest, desert. Notice differences and similarities between life in England to life in the North or South Pole e.g. environment and weather.
- Know that other countries experience different weather to England.
- Create small world settings that include some drawn elements.
- Create a simple map of the local area using photographs and simple drawings.

Nursery Themes

Key Learning	Autumn	Spring	Summer
<p><b>Understanding the World</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Maths</b></p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p><b>Expressive Arts &amp; Design</b></p> <p>Begin to develop complex stories using small world equipment.</p>	<p><b>Nursery’s Walk</b></p> <p>Children are to adapt the story of Rosie’s Walk to create their own story. Create story maps using construction materials.</p> <p><b>(Curricular Goal / Literacy text / T4W)</b></p>  <p><b>Summer Holidays</b></p>  <p><b>(Shared Reading)</b></p> <p>Explore this text as talking point to discuss where the children have been on holiday. Create a map to pin point all of the different countries that the children have visited. Children are to talk about a country they have visited on holiday.</p>	<p>Explore these texts as talking points.</p> <p><b>(Shared Reading)</b></p>   <p>Children are to compare the polar regions and discuss the similarities and differences to where they live. Children are to talk about how a country is different to where they live.</p> <p><b>The Gingerbread Man Hunt</b></p> <p>Children are to create a map of the route they took to find the missing Gingerbread Man.</p> <p><b>(Curricular Goal / Literacy text / T4W)</b></p> 	<p>Explore this text as talking point to introduce Africa. Children are to compare where this story is set to any other countries that they are familiar with. Children are to talk about how a country is different to where they live. <b>(Literacy text / T4W)</b></p>  <p><b>Handa’s Surprise</b></p> <p>Children are to create a map of the journey that Handa takes on her walk. <b>(Curricular Goal)</b></p> <p>Explore this text as talking point to reflect our geography curricular goal. <b>(Shared Reading)</b></p> 

# EYFS Learning Links to Geography: Understanding of the World: People, Culture and Communities

## Reception Themes

Key Learning	Autumn	Spring	Summer
<p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	 <ul style="list-style-type: none"> <li>The Train Ride June Crebbin, Literacy link. Text map, sequencing the journey. What do you see on the journey?</li> </ul>  <ul style="list-style-type: none"> <li>Local area, walk to Stewart Park. What features do we see on the route from school to the park?</li> <li>Create a map of the route using construction materials in small group. Sequencing photos from the walk in groups. Goal 2.</li> </ul>  <ul style="list-style-type: none"> <li>Drawing a story map of the journey, annotating the map with adult support. The Journey Neil Griffiths, literacy link.</li> </ul>	  <ul style="list-style-type: none"> <li>In Every House in Every Street. Shared Reading text. Features of our street, outside school (road, bus stop, houses, pub, corner shop). Mapping.</li> <li>Martha Maps it out. Literacy text. Drawing maps of our own house.</li> </ul>  <ul style="list-style-type: none"> <li>Local walk. Stewart Park. Observe and describe the features in the park. Describe what they can see, smell, feel and hear in the environment. Create large scale maps of Stewart Park in small groups. Add annotations with support.</li> </ul>   <ul style="list-style-type: none"> <li>Comparing life in other countries. Weather, homes, clothes, food. Anna Hibiscus Song and A Flower in the Snow.</li> <li>Role play area—Travel agents</li> </ul>	 <ul style="list-style-type: none"> <li>Katie in London, Literacy link. Where is London? Capital city. Map work. Locate Middlesbrough. London landmarks. Drawing story map of Katie's journey through London.</li> </ul>  <ul style="list-style-type: none"> <li>Local walk. Stewart Park. Learn about how the community uses the park.</li> <li>Draw own maps to show features of the park. Annotate own maps.</li> <li>Compare London landmarks with Middlesbrough landmarks.</li> <li>Compare maps of Marton with maps of London. Add own annotations.</li> </ul>