Hamworthy Primary Schools – EYFS Geography Links

Rationale:

The EYFS framework is organised across seven areas of learning rather than subject areas. There are 3 prime areas; Communication and Language, Personal, Social and Emotional Development, Physical Development. Alongside 4 specific areas; Literacy, Mathematics, Understanding of the World, Expressive Arts and Design. Knowledge taught across the EYFS feed into national curriculum subjects.

This document demonstrates which statements from Development Matters are prerequisite knowledge 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 Reception to match the programme of study for Geography.

The most relevant statements for Geography are taken from the following area of learning:

Understanding the World

Mathematics

Nursery (3 and 4 Year Olds)

Area of the curriculum:	Development matters point:

Mathematics	• 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'.
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 work and talk about the differences they have experienced or seen in photos.

Reception

Area of the curriculum:	**Development matters point:**
Understanding the World	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 different to the one in which they live.

Early Learning Goals

Area of the curriculum:	**Development matters point:**
Understanding the World	**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-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.