



Learning in EYFS:

What Geography Subject Leaders Need to Know

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 help subject leaders to understand 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 Reception to match the programme of study for Geography.

There are no longer specific ELGs or development matters statements for Geography. However, we still expose children to experiences involving technology and teach them the necessary skills as part of our Curriculum. The most relevant statements for Geography are taken from the following areas of learning:

- Communication and language
- Understanding the World

Geography		
Reception	Communication and language	<ul style="list-style-type: none"> - Ask questions to find out more - Understand how to listen carefully and why listening is important - Learn new vocabulary - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries.
ELG	Communication and language	Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

			<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
		Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Understanding the world	People, culture and communities	<ul style="list-style-type: none"> 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.

Notes