

# How Geography is taught in the Early Years Foundation Stage

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.



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| <p>How does the EYFS support the Geography curriculum in the wider school?</p> | <p>The EYFS curriculum supports the Geography curriculum due to the fact that it is a child-initiated curriculum, focused not on what they're teaching, but rather the skills and practical/ explorative approaches that they teach the children, which will prove crucial as the children's learning journeys become more subject specific. They develop an intrinsic belief in each child that they are unique, wonderful and that everyone's differences should be celebrated and fully embraced. They develop positive relationships with the children, and provide the children an environment which enables the children to explore their learning themselves. Therefore, you could say that the EYFS curriculum, and learning journey sparks the children's natural curiosity, ready for when they are expected to learn a range of theoretical knowledge. They learn to love their learning, ready to have a successful journey throughout the rest of their school careers.</p> <p>They allow the children to guide and lead their learning, making plans but knowing that they are subject to change. Their learning journeys are flexible to ensure maximum engagement, through studying topic areas that the children are interested in.</p> <p>Adults encourage learning in the EYFS through developing the 'Characteristics of Effective Learning'. Children are introduced to different learning behaviours through puppets (Solve it Squirrel, Try Again Tiger, Motivated Mole, Focus Fox, Reflective Rabbit). These learning behaviours which are instilled in the Early Years, create the skills and attitudes needed to develop their learning further when transitioning into Key Stage One and then Key Stage Two.</p> |
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What are the Early Learning Goals children need to achieve by the end of reception to support the Geography curriculum?

| Understanding the World   |  |  |
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| <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different from the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> |  |  |
| Early Learning Goals  |  |  |
| <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>   | <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> | <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |

The children need to have an awareness about Past and present, as well as to be able to describe the human and physical elements of their immediate environment/ the world around them. They also need to be able to identify changes that have happened over time, making some reference to the texts that have been read in the class. Everything that they are expected to do needs to incorporate their awareness and understanding of the world around them.

What learning would you expect to see in EYFS for Geography?

There is a high focus in the Early Years surrounding outdoor learning and encouraging children to explore the natural world around them. Children have free access to their outdoor area every day, weekly Wild Space time, and during the Summer term have the opportunity to take part in Beach School. Adults use positive and high-quality interactions to encourage conversations about what children observe in all of these areas, developing their language, understanding and observational skills.

Within the EYFS provision, to teach and learn the key skills within their early stages of the Geography curriculum, there are ample amounts of open-ended activities and resources to encourage independent exploration of key themes/ skills during adult-initiated and child-initiated play.

- Map skills and exploration
- Outdoor learning- Wild Tribe weekly- opportunity to observe and explore within an outdoor environment
- Role-playing opportunities within their immediate environment- such as the 'Small World' area or within their home corners
- Tough Tray- Small World opportunities for exploration and independent learning
- Open-ended resources for children to continue their growth and learning independently
- Cultural diversity learning to begin to be introduced through a range of

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|   | <p>books made available within their immediate environment- A range of fiction and non-fiction- encouraging learning through exposure.</p>  |
| <p>How are pupils given opportunities to apply basic skills in your subject?</p>                          | <p>They are provided with opportunities for role-playing of the areas that they are within. Such as, their home corner. Here, they're able to role play elements of their immediate environment (on a small scale) to allow them to be able to recognise and explain their immediate environment, before expecting them to visualise and explore wider-scale environments. They're also given opportunities for craft/ observational drawings of environmental features. They are look at features of their immediate environment, as well as being provided with opportunities to explore animals both within their environment and within the 'small world' environment (introduction to animals from other areas of our world).</p> <p>They also have a world map that I have said to have in their classrooms, with drawings of animals and other key features of each country. This introduced children to the idea of bigger scale environments. The relationship with the map is through discussions with the child, whether initiated by the children or whether adult-initiated through leading questioning to try and develop the child's understanding.</p> <p>Adults use open-ended, enabling environments to provide children to explore concepts and interests which are unique to each child and their stage of learning. Through positive interactions, adults develop children's knowledge of the world around them, modelling and introducing new vocabulary as well as new concepts and skills. Adults will notice new interests in children and develop these through questioning, exploration and enhancements in provision, many of these can be Geography based and provide children with foundational knowledge needed later in their school journey. For example, an interest in playing with the small world animals may lead to conversations about the features of different animals, why they have these and how they are suited to the environments they live. Children may then try to sort animals into different habitats, thinking about and learning about the features of different environments and countries.</p> |
| <p>What does your subject look like in Early Years?<br/>How does this link to the rest of the school?</p> | <p>Within the Early Years, Geography is taught and learnt through open-ended explorative opportunities for the children to self-initiate and extend their own knowledge through play.</p> <p>They have ample opportunities to explore the world around them both indoors, through role-play and discussions with teaching staff to develop their discussion skills, and outdoors, through their weekly time in our school's Wild Tribe location.</p> <p>They have resources provided for the children to lead their own development, and resources provided for them to ensure that they can recognise how their environment has and will continue to change.</p> <p>The provision of their resources such as:</p> <ul style="list-style-type: none"> <li>• Small World Toys</li> <li>• Role Play Areas</li> <li>• Books with a range of cultures and ethnicities</li> </ul> <p>Allows the children to extend their own knowledge before being expected to use a range of further resources within a particular subject area/ topic area.</p> <p>In EYFS Children develop language and fundamental knowledge of the world around them, which will provide them with a better starting point when beginning the Geography curriculum in Year One. Children develop the</p>   |

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|  | <p>learning behaviours and positive attitudes to learning needed to progress and feel motivated to learn as they journey through the school and are introduced to more complex ideas and knowledge.</p> |
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