

Sutton Park Primary School

EYFS Links to Whole School Geography Curriculum



The EYFS is its own distinct key stage and has its own unique curriculum, the aim of which is to foster the development and progress of our youngest learners in line with the guiding EYFS principles and to provide a solid foundation for future learning. In order to promote our links with KS1, careful consideration has been made to the key knowledge and skills we want the children to develop in our EYFS. In order to prepare our children well for the following national curriculum content of our whole school curriculum deliberate links have been made between the EYFS areas of learning and the NC subjects, so that the whole school curriculum is progressive from the very start of our pupils journey through our school.

Our EYFS curriculum design is based on the Educational Programmes set out in the EYFS Statutory Framework 2021 and involve the activities and experiences for children, as set out under each of the areas of learning. They have been tailored to reflect our school, pupils and the community we serve. Educational programmes set out the essential skills and knowledge that are vital to prepare the children for their journey into KS1 and beyond. The EYFS is the foundation for future learning and we ensure children have secure grounding in 'being a geographer'.

Geography: Geography is encompassed in the Understanding The World (UTW) area of learning, but as all areas of learning are interlinked it draws on many other elements, such as Communication and Language when children are speaking about and demonstrating understanding of the texts/experiences/vocabulary they have encountered or observations they have made.

The EYFS curriculum is mapped carefully to make links to the geography curriculum throughout the year and make the most of the outdoor environment and changes in seasons and weather. Children are introduced to a wide range of texts which explore people and places both locally and further afar. Ongoing opportunities are also exploited as they arise such as significant events, celebrations, sporting events, visits/visitors, children's own experiences or interests/fascinations. These feed into the overall knowledge and skills the children develop during their time in foundation stage.

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Geography Knowledge and Skills Progression in EYFS



Key Skills:

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)
Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Understanding the World

BIRTH TO THREE

- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

THREE AND FOUR YEAR OLDS

- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

<p>CHILDREN IN RECEPTION</p>	<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 some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them.
<p>People and Communities ELG</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>The Natural World ELG</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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 and changing states of matter

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EYFS Geography Long Term Plan



	Autumn	Spring	Summer
FS1	<p><u>All about me</u> Settling in</p> <p>e.g. learning about my teachers, friends, school and classroom, looking at the environment and discussing how can we look after it, talking about our families and the different jobs they do, ask questions about each others families. Use a diverse range of props to support similarities and differences.</p> <p><u>Celebrations</u> Significant people/events</p> <p>e.g. looking at different places on a map, where does Santa Claus live, where do we live. How would we get there? Discuss the changes in season from Autumn to Winter what has happened to the trees, what can you see outside when it is cold? E.g. ice/snow</p>	<p><u>Amazing Animals</u> Habitats and environments</p> <p>e.g. explore the natural world and know how to care for it, watch chicks hatch/ mobile farm visit. Make observations and drawing pictures of animals and plants, look at life cycles of a caterpillar or chick eggs.. Hatch butterflies from eggs - (insect lore).</p>	<p><u>Over and Under the sea</u></p> <p>e.g. Explore marine life, look at types of sea life we have here in the UK. Use photographs to find out about features of sea creatures and places.</p>
FS2	<p><u>All about me</u> Local area and the world</p> <p>e.g. discuss and ask questions about where we live, familiarise ourselves with the name of the road/ village/ town/ city we live in and where our school is located, Look at maps of our local area and point out things that are familiar, talk about different countries we have visited in the world and talk about the different experiences we have had</p> <p><u>Celebrations</u> Significant people/events</p> <p>e.g. celebrations around the world and the countries they take place in, changes in seasons and weather, recognise similarities and differences between life in this country and life in other countries, look at places that are special to people in our community</p>	<p><u>Once upon a time</u></p> <p>e.g. Discuss the houses that the characters live in cottage- Goldilocks and the 3 bears, 3 little Pigs compare and contrast to the homes that we live in. Look at the changes in seasons as we emerge from</p>	<p><u>Over and Under the sea</u></p> <p>e.g. Look at maps and locate the land and sea, use photographs and visit to the Deep/ beach visit to discuss features of sea side life. Look at how features of the seaside differ from the local area. Share non fiction texts about the sea and model vocabulary needed to name specific features.</p>
Key Vocabulary	Countries, United Kingdom (UK), Towns, Cities, Atlas, South, North, Address, Features, Hot, Cold, Locality, Weather, Season, Features, Village, Church, Farm, Shop, House, Factory, Detached House, Semi-Detached House, Terrace House, Jobs, Area, Weather Chart, continent, location, ocean, sea, vegetation		