



Geography in the Early Years Foundation Stage

The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for Geography are taken from: *Mathematics* (prime area) and *Understanding the World* (specific area of learning). The targets that relate to the geography curriculum, as set out in Development Matters guidance, are as follows:

Mathematics

1. Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
2. Describe a familiar route.
3. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Understanding the World

1. Draw information from a simple map.
2. Recognise some similarities and differences between life in this country and life in other countries.
3. Explore the natural world around them.
4. Recognise some environments that are different to the one in which they live. Use all their senses in hands-on exploration of natural materials.
5. Understanding the world – (ELG)
6. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG - People, Cultures and Communities).
7. 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 (ELG -The Natural World).
8. Understand some important processes and changes in the natural world around them, including the seasons (ELG -The Natural World).

Geography in the Early Years at Danson Primary School

At Danson Primary School we teach geography related skills and knowledge through a mixture of child-initiated and adult-led learning in our rich indoor and outdoor environments. Children begin to develop their geographical knowledge and skills by exploring the features of their classroom, outdoor area and the whole school before extending into the local area. Children begin to draw information from a simple map and have rich opportunities to make use of school grounds and local trips to enhance and apply their skills as geographers. Please see the table below for the breakdown of how the above targets feed into different geography strands.