

EYFS Curriculum Pathway – Geography

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for Geography are taken from the following areas of learning:

- Understanding the World
- Communication and Language

Our approach to the Geography Curriculum in Early Years Foundation Stage

In EYFS we lay the foundations for the Geographical Milestones - To investigate places, to investigate patterns, to communicate geographically.

Through EYFS Geography, within Understanding the World, children begin to gain a wider experience of the world around them. They learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environments.

Children learn about seasons, the weather, features in the local area and the buildings that surround them. They may be shown photographs of the local area to help them identify features E.g. library, church, shops. They are also encouraged to record their findings through drawing, writing, models and photos.

Geography

	A Unique Child	What this looks like at Ryton Federation
	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>To show care and concern for living things and the environment.</p> <p>To look closely at similarities, differences, patterns and change.</p>	<p>LOCATION KNOWLEDGE Children observe, find out about and identify features in the place they live and in the natural world. They find out about their environment and talk about those features they like and dislike. They are taught to use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'church', to help children make distinctions in their observations. We encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>PLACE KNOWLEDGE Children are encouraged to observe and identify features in the place they live and the natural world. We provide opportunities for children to talk about features. We help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help</p>

	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>In EYFS, we help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks, shapes of windows, etc. and identify seasonal patterns – focusing on plants and animals. Children in EYFS explore their local environment and talk about the changes they see E.g. walk around the village to visit the shop when learning about money, on a shape/number hunt/visit the hub, hens etc. We model and encourage children to talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world which links to our cultural appreciation work and links with British Values. We talk about and produce work based on local rivers, bridges, the sea and other countries the children know about and have visited. We read stories set in other parts of our world. On a world map children write a label for places they have been to and add this to our map which is displayed next to a globe.</p> <p>GEOGRAPHICAL SKILLS AND FIELD WORK</p> <p>Through this, children build on observations of features in the place they live and the natural world and continue to find out about their environment and talk about features they like and dislike. They also examine changes to their environment over time. We model asking and pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".</p>
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