



Cradley CE Geography in EYFS



Key knowledge and skills

Name the four seasons and be able to talk about what the weather is like during each one.
Observe the changes in their environment through the different seasonal changes.
Explore and investigate why these occur.
Observe, find out about and identify features in the place they live.
Learn the names of familiar locations e.g. road names, town, city where they live.
Compare and contrast their local environment to environments across the world.
Identify a map of the world and locate and name some countries or places of interest.
Identify oceans/ seas on a world map.
Create a simple map of walk to library and route around Dudley Zoo using picture and labels.
Use a simple maps to find out information and give directions.



Experiences

Staff will plan a variety of learning experiences around key topics and themes which reflect the children's interests and build on previous learning. Opportunities to develop enquiry will be both adult led and child led and will take place indoors and outdoors. Children will be encouraged to reflect on their work, talk about what they have done and make connections to prior learning and future opportunities. Geography in the EYFS is taught through Understanding the World. The children will learn about their community and the world in which they live. They will develop their understanding of similarities and differences. They will begin to talk about their environment and making observations of the place where they live and their local environment. Children will begin to ask questions, investigate, make comparisons as well as explore maps. These are key geographical skills that children will build on further in Key Stage One. Children in Reception learn about geography through a mixture of adult-led and child-initiated activities. Their learning is guided through their interests, individual needs and stages of development.

EYFS outcomes

Understanding the world:

- Draw information from a simple map.
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them.
Recognise some environments that are different to the one in which they live.

Early learning goals

People, Culture and Communities:

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.

The Natural World

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.

Developing language

Adults working with children will support language development through modelling and narration. They will facilitate conversations which encourage children to notice what they are doing, to verbalise and elaborate on their experiences and to make connections. They will use key vocabulary in context and encourage children to develop well constructed sentences through the use of sentence starters.

What can you see around you?

Where do you live?

Do you know what the name of your street is?

What can you see around you?

Can you explain how I should use this map?

What are the four seasons?

What is the weather like in Spring time?

How is this the same? How is this different?

Vocabulary

Town	country
map	hill
Village	same
City	different
Season	path
World	road
Earth	church
Road	
Buildings	
Map	
Weather	
Cradley	
Inter	
Summer	
Spring	
Autumn	
Change	