

This draws upon guidance from Development Matters (2021) – specifically the 'Understanding the World' area of learning.

How we achieve high quality 'Geography' outcomes for our EYFS children:

Teacher led inputs

- Our EY Geography learning, we focus on the children's understanding of the world around them.
- During our 'Ourselves' topic, we tour our school, create maps for the site and study our journey to school. Whilst doing this, we study aerial images of our school and identify the human features. We help the children to learn their address and where they live in terms of the center of Guiseley.
- During RE lessons, we study the different cultures and beliefs of our community and take every opportunity to learn about the celebrations enjoyed by different cultures.
- During our animal topic, we look at a variety of settings (arctic, forest, desert) and, through stories, explore the world in terms of: land, sea, continents and countries. In addition, we compare animals indigenous to Britain to those found in Africa.
- During computing, we develop our understanding of position and direction through work with Beebots.
- Finally, during show and tell, we encourage the children to share their holiday experiences. Sharing sites visited, foods enjoyed and descriptions of how those countries differ from

Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers.

Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. maps and drawing equipment etc.). These are linked to topic, or are child led based on the children's interests.

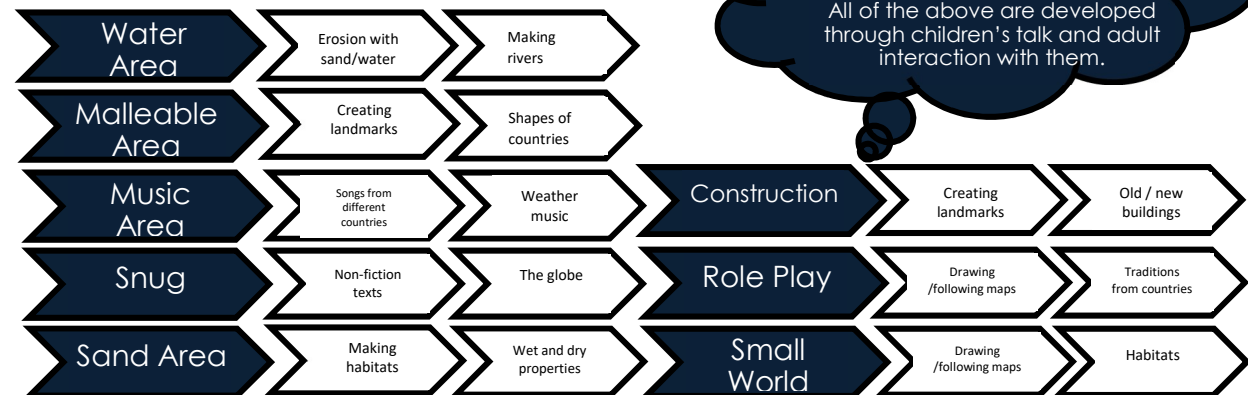
Evidence of the children using enhanced provision in their own way can be found in the children's 'Learning Journeys'.

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. creating a treasure hunt map when learning about pirates etc.

All of the above are developed through children's talk and adult interaction with them.

Continuous provision (indoor and outdoor) examples



Powerful Knowledge

3-4 years	Reception	ELG
<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - 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. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - 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. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them. 	<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.

Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future Geography learning:

- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems.
- Know more, so feel confident about coming up with their own ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.