

Curriculum

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to Geography.

Three and Four-Year-Olds (Nursery)	Mathematics		<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding of the World		<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. 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.
Reception	Understanding of the World		<ul style="list-style-type: none"> 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 Goal	Understanding of the World	People, Culture and Communities	<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.
		The Natural World	<ul style="list-style-type: none"> 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.

Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to Geography.

	Term 1 Superheroes	Term 2 Celebrations	Term 3 My world	Term 4 Once upon a Nursery Rhyme	Term 5 Animal Boogie	Term 6 A wonderful world
UW	Where we live and people who help us	Environmental changes and people who help us	Where we live, places we have visited and different countries	Environmental changes	Comparing different locations	Environmental changes and the impact we have on our world
Days of interest	Jeans for genes Macmillan Global Handwashing day	Odd socks day Children in need Anti-bullying week World Nursery Rhyme week Road Safety Week Put your own socks on day	Valentine's Day Pancake day Internet safety day	World book day Mother's Day Sports relief / Comic relief Science week	St George's Day / Living in England Day	Father's Day

Progression of Geography

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
During EYFS, children will have the opportunity to <ul style="list-style-type: none"> • Talk about what they observe in their environment • Know where they live in relation to Botley, Oxford, England, UK, Earth • Talk about their own home and begin to make comparisons between the homes we live in, our friend's homes and those around the world • Talk about places visited, family origins etc. • Begin to make comparisons between locations / countries • Develop, understand and use geographical vocabulary linked to places, homes and the environment • Know people/professionals in our community and what they do to help us and keep us healthy and safe • Ask questions about what we observe, know and find out 	During EYFS, children will have the opportunity to <ul style="list-style-type: none"> • Observe what similarities and differences in the environment and begin to recognise change over time • Know where they live in relation to Botley, Oxford, England, UK, Earth • Talk about places visited, family origins etc. • Begin to make comparisons between locations / countries including where people and animals live • Find out about particular countries in terms of traditions, landmarks and famous people • Develop, understand and use geographical vocabulary linked to places and features of the environment • Ask questions about what we observe, know and find out 	During EYFS, children will have the opportunity to <ul style="list-style-type: none"> • Talk about what they observe in their environment • Talk about the weather on a daily basis (through calendar) and how this impacts us through the clothes we wear and the activities we do • Begin to make comparisons between different locations and the weather e.g. hot countries and cold countries • Talk about how the seasons change and the impact this has on our environment • Know how we impact the world around us and begin to understand how we can make it a better place • Develop, understand and use geographical vocabulary linked to weather and seasonal change • Ask questions about what we observe, know and find out 	During EYFS, children will have the opportunity to <ul style="list-style-type: none"> • Explore maps and globes to locate places and name key features such as land and sea • Talk about what they observe in their environment and how it has changed over time • Talk about what we see on our route to school from home as well as exploring the school grounds • Begin to draw maps and pictures to represent what we see • Know how we impact the world around us and begin to understand how we can make it a better place • Develop, understand and use geographical vocabulary linked to countries, positional and direction language • Ask questions about what we observe, know and find out

Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that Geography is taught within continuous provision.

Construction play	<ul style="list-style-type: none"> • Sharing own experiences about creations • Creating models to represent own experiences such as transport, visits, landmarks etc. • Using small world props to create stories and relive past events such as small world people including occupation people, animals etc. • Making comparisons between the animals (such as farm, jungle, arctic etc.) • Exploring natural resources and using these as part of play such as wooden logs, conkers, fir cones, shells etc.
Maths	<ul style="list-style-type: none"> • Exploring natural resources and using these as part of play such as wooden logs, conkers, fir cones, shells etc. as part of their counting and matching
Snack	<ul style="list-style-type: none"> • Talking about where snack is from and how it gets to our shops/school • Talking about how snack can grow • Talking about how the fruit/vegetables change over time (from seed to fruit)
Creative	<ul style="list-style-type: none"> • Exploring natural resources and using these as part of play such as wooden logs, conkers, fir cones, shells etc. as part of their creative artwork
Role-play	<ul style="list-style-type: none"> • Sharing and representing own experiences with others • Acting out home life as well as experiences such as visiting the doctors/hospital, café, shops etc. • Making comparisons between our lives and those of others
Mud kitchen	<ul style="list-style-type: none"> • Sharing and representing home experiences with others • Making comparisons between our lives and those of others
Outdoor play	<ul style="list-style-type: none"> • Exploring school grounds and noticing changes in environment • Noticing and talking about weather, seasons and seasonal change

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns.

Playing and exploring	Motivation	Critically thinking
Finding out and exploring <ul style="list-style-type: none"> • I show curiosity about objects, events and people. • I am showing particular interests. • I engage in open-ended activities. • I use my senses to explore the world around me. 	Achieving what I set out to do <ul style="list-style-type: none"> • I enjoy meeting challenges and not just as a way of getting praise. • I am proud of how I've accomplished something, not just the end result. • I am really pleased when I meet my own goals. 	Having own ideas <ul style="list-style-type: none"> • I am able to think of ideas. • I can find ways to solve problems. • I am able to find new ways to do things.
Playing with what I know: <ul style="list-style-type: none"> • I like acting out my experiences when I play. • I like pretending objects are things that I know. • I like taking on a role when I play. • I like acting out my experiences with other people. 	Keep on trying <ul style="list-style-type: none"> • I believe that if I keep trying or change what I'm doing, it will pay off • I am able to bounce back after difficulties. • I stick with an activity even when challenges arise. 	Making links <ul style="list-style-type: none"> • I can develop ideas of grouping, sequencing, cause and effect. • I am able to test my ideas. • I make links and notice patterns in my experience. • I am able to make predictions.
Willing to have a go <ul style="list-style-type: none"> • I can initiate activities. • I like to seek out things that will challenge me. • I like to show a 'can do' attitude. • I enjoy taking a risk, trying new things and learning by trial and error. 	Being involved and concentrating <ul style="list-style-type: none"> • I can keep focussed on my activity for a period of time. • I am able to show high levels of energy and fascination. • I am not easily distracted. • I am able to pay attention to details. 	Choosing ways to do things <ul style="list-style-type: none"> • I am able to check how well an activity is going. • I can plan, choose how to approach a task, solve a problem and reach a goal. • I can change my approach or strategy when needed. • I am able to review how well my approach worked.

Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files

Geography in the Early Years

- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Data