

EYFS Geography

Links to EYFS Educational Programme for Geography

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.

3-4 years old	Reception	ELG	Vocabulary
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	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. 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.	town, village, city, road, path, house, flat, map, plan, busy, quiet, pollution, earth, England, Whitechapel, Preston, Lancashire, Northwest.
			COEL links Using senses to explore the world around them Taking risks and learning by trial and error Showing a curiosity about objects, events and people Maintaining focus on their activity for a period of time Thinking of ideas Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences cause and effect

