

Geographical skills in EYFS

In Nursery and Reception Geography is not taught as a discrete subject, and skills can be found in Understanding of the World (Past and Present/People and Communities) area of learning in the Early Years Statutory Framework 2021 and the Development Matters document 2021.

In Nursery children will be encouraged to learn about different occupations, such as a farmer, shopkeeper, chef and mechanic. Staff will plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Staff will consider opportunities to challenge gender and other stereotypes. In Nursery children will develop an understanding that there are different countries in the world by talking about places they have visited, family live in or where food comes from. Photographs will be used to explore the differences and similarities between people, communities and environments in various countries.

In Reception children will have opportunities to talk about people that the children may have come across within their community, such as the [police](#), [the fire service](#), [nurses](#), [doctors](#) and [teachers](#). Reception children will be given opportunities to explore [maps and atlases](#). Staff will draw children's attention to [the immediate environment](#), introducing and modelling [new vocabulary](#) where appropriate. [Children will be familiar with the town the school is located in](#). Planning and lessons will offer opportunities for children to choose to draw [simple maps of their route to school or maps from imaginary story settings or other settings they are familiar with](#) including being able to draw information from them. Children will be able to draw information from [aerial views](#) and comment on features they see. For example, when considering Harvest time, looking at aerial view of Halesowen and surrounding countryside and deciding where crops would most likely be grown. Children will be able to recognise some [similarities and differences between life in this country and life in other countries](#). Lessons will be delivered to teach children about places in the world that [contrast with locations they know well](#), including different locations in the UK. For example Children will learn about and compare their lives to Countries in Africa such as [The Gambia](#) and Kenya, and compare their local environment to that of a [coastal town](#), using relevant, specific vocabulary to describe the contrasting locations. Staff will use images, video clips, shared texts and other resources to bring the wider world into the classroom and will avoid stereotyping when comparing their lives to lives of children in different parts of the world.

The ELG's relevant to Geography are:

ELG: Past and Present

Children at the expected level of development will:

- [Talk about the lives of the people around them and their roles in society.](#)

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between *different religious and cultural communities* in this country, drawing on their experiences and what has been read in class;
- 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.

Key Topics which explore Geographical skills are: All about me, *Autumn*, People who Help us, *Amazing Africa*, Pirates and Holidays.

Key vocabulary includes: *Halesowen*, map, town, country, island, coast, beach, cliff, pier, harbour, street, field, building (including specific building names) Kenya, The Gambia, savannah, safari, specific animal/fruit names relating to Africa, aerial view.

- Words in blue indicate direct links with the Year 1 curriculum.
- Words in red indicate direct links with other Geography and non-Geography units throughout school.