



Geography in the EYFS

Charlie Humphreys

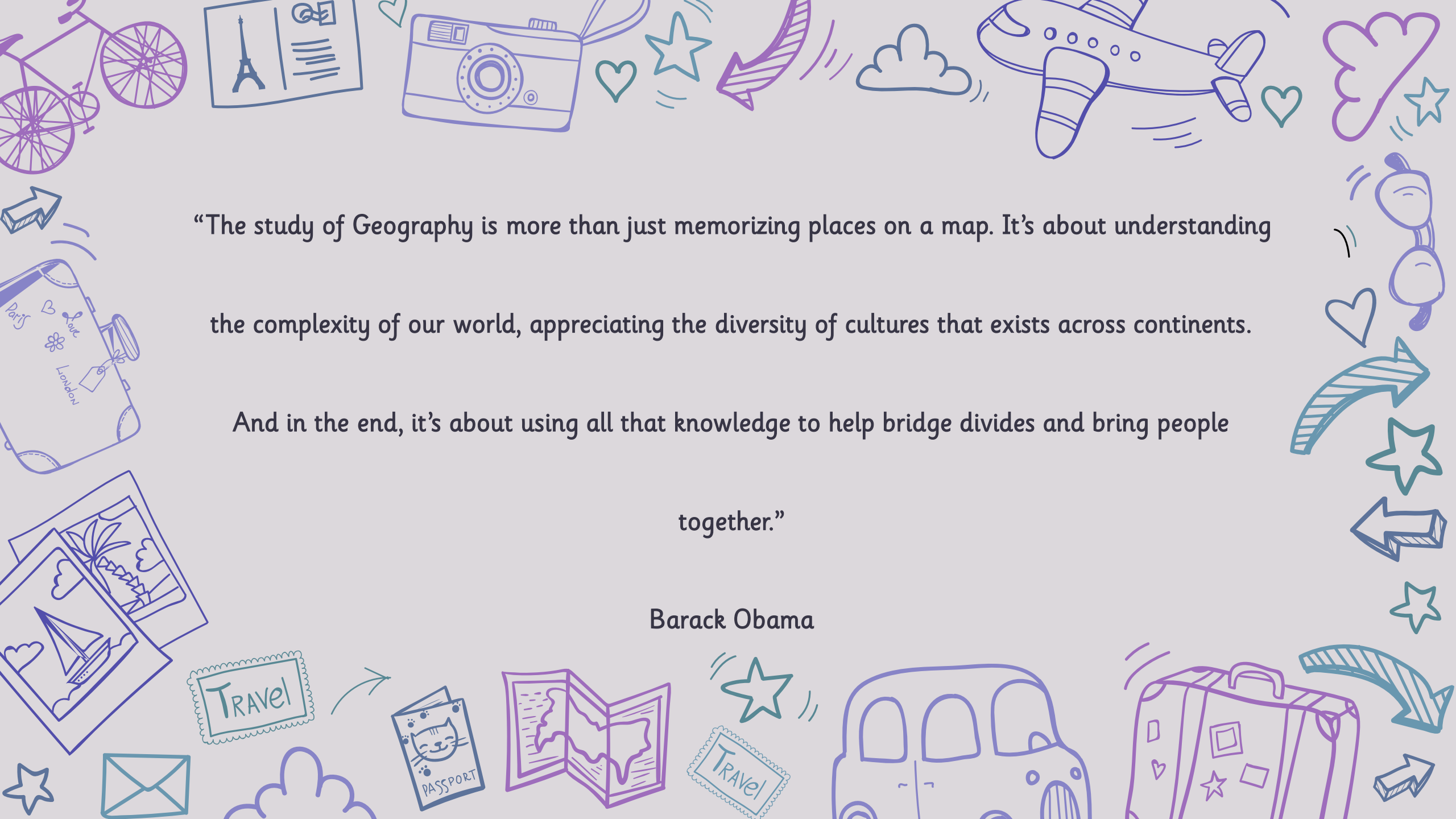


Hello!

I am Charlie Humphreys

I have 10 years of teaching experience in Outstanding settings, 7 of those are in EYFS and for 5 of those I was an EYFS moderator in London Borough of Hounslow.

If you have any further questions you can contact me at charlotte.humphreys@hlin.org



“The study of Geography is more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents.

And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

Barack Obama



What is Geography?

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The national curriculum

What is Geography?

Geography			
Three and Four-Year-Olds	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 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 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.
ELG	Understanding 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.

- ★ Vocabulary- same and different
- ★ Hands on experiences- real life
- ★ 'Drip feed' through provision and exposure- not in 'lessons'

Development Matters 2021

The Ripple Effect



★ The child is in the middle and in the EYFS the ripples are very small and as you move towards KS1 the ripples get bigger.

What Geography can you see here?

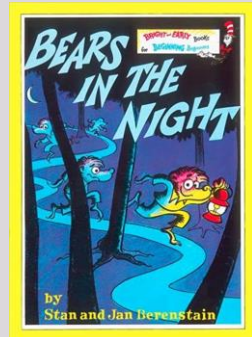


TRAVEL

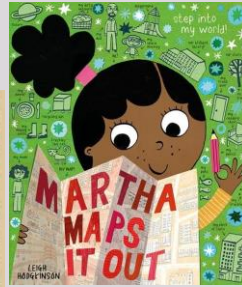
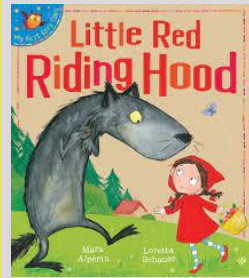
Vocabulary

- ☆ Nothing is 'too technical'
- ☆ A language rich provision- EYPs and age appropriate environmental text
- ☆ Talk, talk, talk! Holidays, also pay attention to children who go back to home countries for celebrations etc
- ☆ High quality, carefully chosen texts

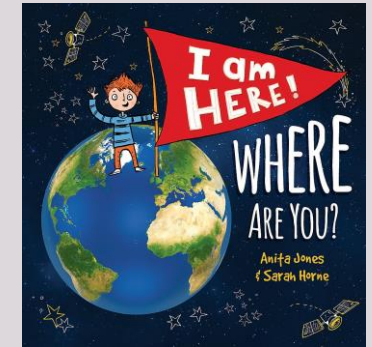
High Quality, Carefully Chosen Texts



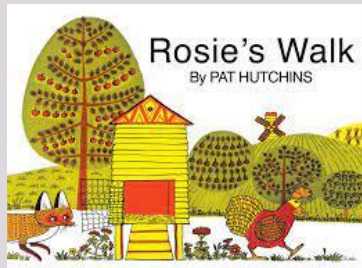
maps



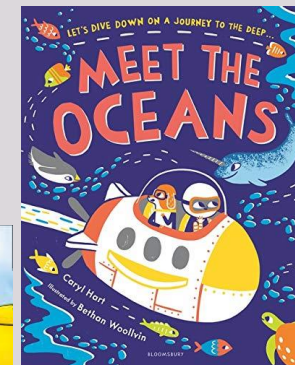
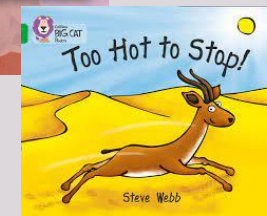
weather



locations



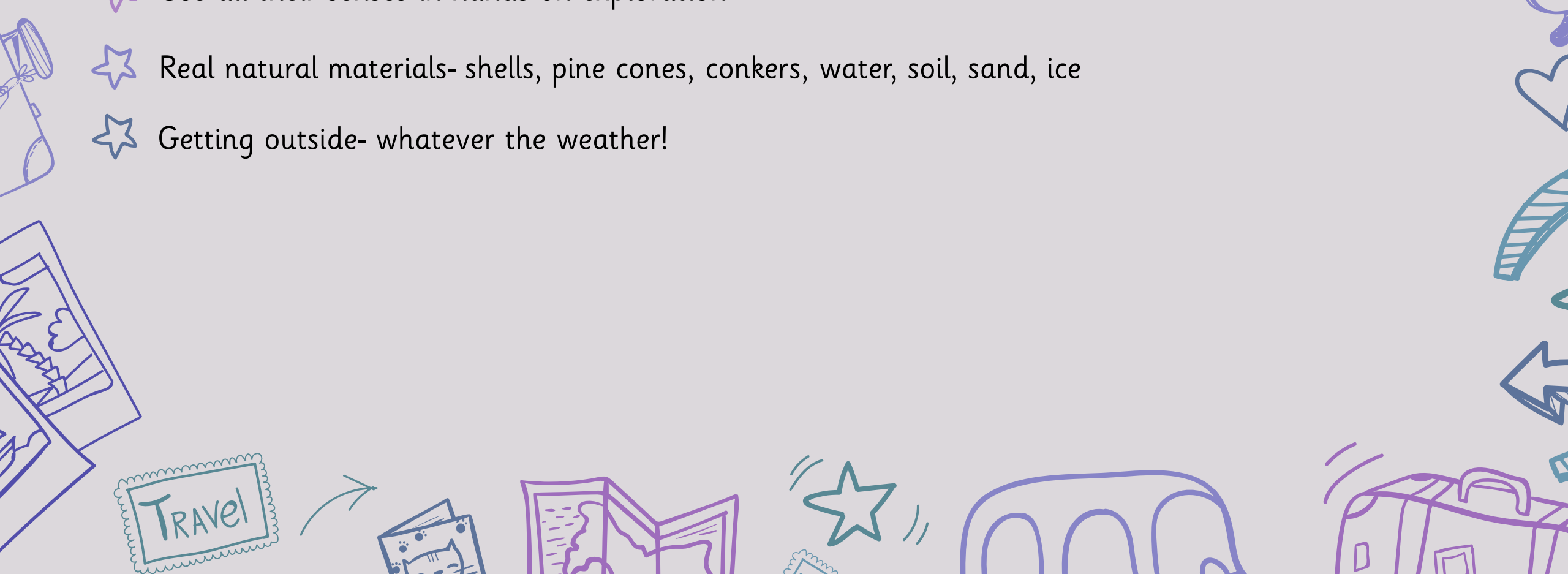
positional language



Have you got key texts set in different natural world settings?- beach, forests, polar regions, mountains, desert, under the sea.



Hands on experiences

- ☆ Use all their senses in hands on exploration
 - ☆ Real natural materials- shells, pine cones, conkers, water, soil, sand, ice
 - ☆ Getting outside- whatever the weather!
- 



Drip fed

- ★ Through the environment- ask your EYPs, walk around, get outdoors!
- ★ Should be happening all the time in provision
- ★ Seasons taught sequentially

Make It Meaningful!

- ★ Stick their faces on a world map where their families are from.
- ★ Include flags from the countries that are meaningful to them- sporting events
- ★ Include languages that are spoken in your class/school. Language of the half term- learn greetings/ numbers
- ★ If there is a majority of children with links to a particular country- use it!





By the end of the EYFS

(Reception ARE)

The Natural World ELG: ‘Know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class.’

People, Culture & Communities ELG: ‘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.’

Strand example: Water

'Explore the natural world around them': *floating and sinking- making boats, how water behaves.*
Ice experiments- how long it takes to melt, freeing the vegetables from the ice

'Describe and understand key aspects of physical geography including rivers, and the water cycle.'
Case study of the River Severn
Experiments to demonstrate evaporation & condensation.

Nursery

Reception

KS1

KS2

'Use all their senses in hands-on exploration of natural materials': *Water tray- vocabulary- wet, cold, liquid, clear, flow*
Exposure to ice- freeze different things in the ice. Vocab: ice, melt, freeze,

'Use basic geographical vocabulary to refer to key physical features- sea, ocean river, weather.'
'Name and locate the world's five **oceans**, surround **seas** of the UK.'
Globe work,



THANK YOU!

Any questions?

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