



<b>Maple Room</b> <b>2-3 year olds</b>  <b>EYFS Curriculum Development Matters</b>  <b>Understanding the world Geography</b>	<p>Children begin to gain a wider experience of the world around them through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environments.</p> <p>Children will;</p> <ul style="list-style-type: none"> <li>• Learn about places around our school and grounds.</li> <li>• Learn about familiar features such as houses, farms and shops building on their everyday experiences through books and small world play.</li> <li>• Encounter distant places through stories.</li> </ul>		
<b>EEXAT Developmental Milestones</b>  <b>Understanding the World Geography</b>	<p>By 18 Months (13-18 Months)</p> <ul style="list-style-type: none"> <li>• Engages in multi-sensory explorations of familiar objects with familiar adults, sometimes alongside other children.</li> </ul>	<p>By 24 Months (19- 24 Months)</p> <ul style="list-style-type: none"> <li>• Actively and with increased independence explores and shows interest in immediate environments at home and in settings. Sometimes indicates recognition experiences/resources.</li> </ul>	<p>By 30 Months (25- 30 Months)</p> <ul style="list-style-type: none"> <li>• Through self-initiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture.</li> </ul>

<b>Oak Room</b> <b>3 – 4 year olds</b> <b>EYFS Curriculum Development Matters</b> <b>Understanding the world Geography</b>	<p>People, Culture and Communities, children will</p> <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
---	---

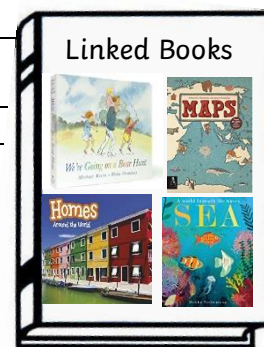
<b>Oak Room Curriculum Coverage Grid (Examples)</b>  <b>Understanding the world Geography</b>	<p>Look on Google maps at a bird's eye view of Moreton Hall. Can they spot anything they recognise?</p>	<p>Look at photos of different types of homes. Which type do they live in? Talk about differences and similarities.</p>	<p>Look at books of houses around the world. How do they look different to the houses in Bury St Edmunds.</p>	<p>What does the jungle look like? Who lives there?</p>	
---	---	---	---	---	--

<b>Reception Early Learning Goals</b>  <b>Understanding the world Geography</b>	<p>Children will;</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>
---	--

<b>Reception Curriculum Coverage Grid Geography</b>	<p>Use a world map to find places visited on holiday – display with photographs.</p>	<p>Discuss / describe the woods. What features would you see?</p>	<p>Talk about similarities /differences between a jungle and where we live.</p>	<p>What is a cave? What would it be like to live in a cave?</p>	<p>Discuss / describe the woods. What features would you see?</p>
---	--	---	---	---	---

## EYFS Vocabulary to Communicate Geographically

Evergreen Nursery	Reception
street road bridge school church house shop bungalow traffic lights zebra crossing roundabout map journey town	Home land sea beach cliffs globe earth country city town local area atlas forest hill mountain jungle different similarity physical feature human feature What can you see? What can you observe?



### EYFS Geography Progression of Knowledge and Skills Overview

<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Naming simple features e.g. trees, ground, wall, grass, road</li> <li>Using some descriptive vocabulary to describe features e.g. tall tree, long wall</li> <li>Begin to compare features of different environments e.g. park compared to house</li> </ul>
<b>Direction</b>	<ul style="list-style-type: none"> <li>Follow one step positional instructions e.g. stand up, sit down</li> <li>Follow positional instructions e.g. under the table, through the table, stand next to...</li> </ul>
<b>Maps – drawing, using, knowledge</b>	<ul style="list-style-type: none"> <li>Begins to make marks to represent home</li> <li>Begin to make marks to represent buildings, trees roads</li> <li>Begin to make marks to represent journeys</li> <li>Showing an interest in maps e.g. look at atlases, road maps, treasure maps</li> <li>I can explain the difference between land and sea on a map</li> <li>I begin to show an interest in google maps and look at features from a birds eye view</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Make observations about their local environment e.g. park, school, home</li> </ul>
<b>Scale / distance</b>	<ul style="list-style-type: none"> <li>I can use words like big and small to describe things around me</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>I can use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach</li> <li>I can use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station</li> </ul>

## EYFS Geography Assessment

### Early Excellence Assessment Tracker (EExAT)

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their geographical development in both the indoor and outdoor learning environments.

#### Image



#### Observation Note

Polly was playing with the animals outside of the jungle area. EYP prompted Polly to go and look at the animals in the jungle area. Polly picked up the monkey and started placing it on the branch. EYP asked Polly 'do monkeys live in the trees?'. Polly nodded. EYP extended by asking 'where do the elephants live?'. Polly picked up an elephant and placed it in the water. Polly continued to play in the jungle area with all the animal, placing them in the places where they live.

Beginning to develop an understanding of a jungle environment.

#### Image



#### Observation Note

Amaya made her house with her peer she showed me where the door was to get in and said it had three windows pointing to each edge and counted, "1,2,3". "Who lives in your house?" EYP asked. "Mummy, Daddy, Amaya and my Hayden".

#### Statements

UTW > People,  
Culture 8  
Communities 37 - 42  
months

Using vocabulary to describe features, making observations about her home.