

## What does Geography look like in Early Years?

At Cobbs Brow Primary School our EYFS department follow the Statutory Framework for the Early Years Foundation Stage (March 2021) and use the Birth to Five Matters Non-statutory guidance for the Early Years Foundation Stage developed by the Early Years Coalition. This guidance supports practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Practitioners can then use their professional judgement based on their knowledge of the children in their setting and their wider context including family, community and the setting itself to construct an appropriate curriculum.

As part of their geographical development, children are taught about 'The World' and 'People and Communities'; within 'Understanding the World'. Children in Nursery are encouraged to comment and ask questions about aspects of their familiar world, such as the place they live or the natural world. Children also talk about things they have observed such as natural and found objects and they will talk about why things happen and how things work. Children develop an understanding of growth, decay and changes over time. As they commence through Reception, children continue to look closely at similarities and differences in relation to places, objects, materials and living things. They talk about their own immediate environment and how environments may vary from one another.

At the end of Reception children are assessed against 'People, Culture and Communities' Early Learning Goal and children at the expected level of development will be able to:

- 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.

Children are also assessed against 'The Natural World' Early Learning Goal and children at the expected level of development will be able to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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 and changing states of matter.