

How do we provide a foundation of geographical skills and knowledge in the EYFS?

The Early Learning Goals (linked to Geography)	Specific learning to Leintwardine Endowed CE School	How might this look like in our Early Years provision?
<p>People, Communities and Culture: Children at the expected level of development will:</p> <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. 	<p>People, Communities and Culture:</p> <ul style="list-style-type: none"> Know that our school is in the village of Leintwardine and Leintwardine is a village. Know that the local river is called the River Teme. Draw and read a simple map of our school, village or walk to school. Compare the village of Leintwardine with a local town or city. Compare the weather in Leintwardine to the weather in hot or cold countries through stories e.g. Lost and Found or Handa's Surprise. 	<p>People, Communities and Culture:</p> <ul style="list-style-type: none"> Walks within our village to the church, park or river. Creating different maps: story maps, treasure maps or maps of our local area including symbols, labels and pictures. Using directional language in maths, PE or while making an obstacle course. Look at the houses in our local area and compare these to different types of housing around the world. (Building structures in the construction area) Share information about and experience festivals from around the world. Explore countries on our globe. Talk about holidays we have been on, places we have visited or places some of our family may live in.
<p>The Natural World: Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	<p>The Natural World:</p> <ul style="list-style-type: none"> Explore the school grounds, including the Jubilee field through outdoor learning. Drawing things in our environment or when on walks. Compare Leintwardine to other environments in the UK- talking about the seaside. Compare contrasting environments through stories or questions e.g. I am going exploring, what can I take? Compare and experience different seasons over the year. Make observations of the local trees and plants as the seasons change. 	<p>The Natural World:</p> <ul style="list-style-type: none"> Planting, cooking and eating our own vegetables. Tasting food from around the world. Minibeast hunts River dipping Painting in the outdoor environment. Look at aerial views of places on maps, Google Earth, globes. Creating different environments in the small world area. Weather charts Outdoor learning sessions. Experience the weather through shadow making, a wind activity, snow days.