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# EYFS Curriculum Year A and Year B 2022-2025

## EYFS GEOGRAPHY LINKS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for Geography. The most relevant statements for Geography are taken from the following area of learning: • Mathematics • Understanding the World



<b>Two and Three year olds</b>	Mathematics		<ul style="list-style-type: none"> <li>• Climb and squeezing themselves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside</li> <li>• Explore and respond to different natural phenomena in their setting and on trips</li> </ul>
<b>Three and Four Year olds</b>	Mathematics		<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Reception</b>	Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
<b>ELG</b>	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>



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## Geography Bridging EYFS to Year 1

Organisation of Knowledge	Locational knowledge	Knowledge of places	Human and Physical geographical skills	Using maps
Relevant ELG	<b>ELG: The natural world</b> Explore the natural world around them, making observations and drawing pictures of animals	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<b>ELG: People, culture and communities</b> Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps	
			<b>ELG: The natural world</b> Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.	
KS1 readiness objectives	<ul style="list-style-type: none"> <li>Know where they live</li> <li>Know how they travel to school</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the differences they notice when they are in different places</li> <li>Talk about places when looking at books and watching tv/videos</li> <li>Talking about places they have been to</li> <li>Talk about places in stories</li> <li>Using language that relates to place</li> </ul>	Recognise elements of their environment that are manmade and natural	<ul style="list-style-type: none"> <li>Make maps from stories</li> <li>Follow simple maps in play</li> </ul>



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## EYFS GEOGRAPHY TOPIC LINKS

(Example ideas, activities may be adapted to follow interests of class and relevant topical events)



	Autumn		Spring		Summer	
Year A theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A overview	<p>This is where I live? What it looks like and where else do I know, landmarks/places Seasonal changes Summer to Autumn</p>	<p>Where did Princesses and knights live? What do castles look like. Autumn</p>	<p>How was where Dinosaurs lived different to what the world looks like now. Winter</p>	<p>Seas and Oceans Winter to Spring Following maps for treasure.</p>	<p>Our home compared to other places in the world. Countryside vs cities Spring to Summer</p>	<p>Where to minibeasts live? How do animals grow and change. Plants and growing. Summer</p>
Pupils will have the opportunity to:						
Year A Details	<p>-explore where they live. What does it look like? And talk about other places that are familiar.</p> <p>-think about other places to visit and why?</p> <p>-discuss all the seasonal</p>	<p>-Explore Autumn and the changes around us. What happens in Autumn – trees/Animals etc.</p> <p>-find out where Princesses/Kings/Queens lived – what were the</p>	<p>-learn about winter - What happens? What does the weather do.</p> <p>-find out what the world look like when the Dinosaurs were around? Was it the same as it is now?</p>	<p>-explore more seasonal natural world changes – Everything is waking up for spring, look for snow drops and flowers, buds on trees.</p> <p>-look at Treasure maps, x marks the spot – follow simple maps/draw own.</p>	<p>-learn more about our home of Shropshire England vs other places around the world.</p> <p>-Compare and contrast somewhere hot with somewhere very cold.</p> <p>-learn about the country</p>	<p>-discover different habitats – where do mini beasts live?</p> <p>-watch a butterfly form from caterpillar</p> <p>What basic things do plants need to grow</p>



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	changes that are happening in the natural world e.g. summer into Autumn and what this looks like locally.	'houses' like.  -Explore Castles and what they looked like, were they all the same.		-find buried treasure in the school field having followed a sneaky pirates map  -learn about seas and Oceans and what they look like.	we live in and important places and names e.g. London and England. Pupils will look at other places they may have visited e.g. Scotland or Spain  -find out if the world the same everywhere, deserts vs Jungles vs artic etc  -to discuss where they go on holiday and what does it look like? Who has been aboard? How did you get there? Photos from home  Seasonal changes - Spring to summer.	
<b>Year B Theme</b>	<b>SUPERHEROES!</b>	<b>I LIKE TO PLAY!</b>	<b>THIS IS MY HOME</b>	<b>BABY ANIMALS ON THE FARM</b>	<b>JUNGLE ADVENTURES</b>	<b>LET'S GO SEE...</b>
<b>Year B overview</b>	<b>Finding toys using a map to locate them Summer to Autumn</b>	<b>Toys around the world, are they all the same. Shops and how they are different. Autumn</b>	<b>Homes and how they are different for different purposes. Winter</b>	<b>Farming, what happens, land and animals Winter to Spring</b>	<b>Rainforests, what are they and who lives there, compare to our lives. Spring to Summer</b>	<b>Different places around the world - cities vs country, African country vs UK  Summer</b>
<b>Pupils will have the opportunity to:</b>						



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<p><b>Year B details</b></p>	<p>-explore a simple map of our outdoor area. They can follow a map to find a soft toy outside that has been hidden by a villain and as a superheroes they need to use their maps to rescue it.</p> <p>-Explore the natural world as the Summer into Autumn changes</p>	<p>-look at toys from around the world e.g. Nigeria and compare them with the toys you have in England.</p> <p>-Talk about places in our local community where children can buy toys. – small and big shops/supermarkets.</p> <p>-explore the natural world as Autumn changes to Winter, what is happening?</p>	<p>-look at home s around the world. -think about what is similar and different about the houses. Pupils to talk about why each house has certain features? -learn that it's not just people that live in homes, animals have homes too.</p> <p>-think about animal habitats they know and find out about some new ones.</p> <p>-to think about features of their local area. What do they see on their journey to school? Pupils to make a large-scale map of the local area.</p> <p>-learn about winter /spring– what is it like now? Pupils to observe</p>	<p>-explore the natural world and look for signs of spring with a spring scavenger hunt.</p> <p>-look at an aerial view of school and compare to a city school.</p> <p>-talk about the different times of the year which are important for farmers, such as harvest time or when it's time to sow seeds.</p> <p>-look at shadows forming throughout a day and how the suns movement changes everything</p> <p>-learn about spring time on the farm, though stories and information books they will find out</p>	<p>-create a rainforest explorer area outside.</p> <p>-Consider the changing seasons and how this affects plant life in spring, summer, autumn, and winter.</p> <p>-Contrast our local area with tropical rainforests and talk about the fact they do not have not having distinct seasons. - learn how this affects plants life?</p> <p>-Use some online photos as a prompt to discuss the similarities and differences between life here and life in the Amazon rainforest.</p>	<p>-make a large map on a tough tray using pens and small world vehicles. Pupils to draw features on map and explain what they are to a friend .</p> <p>-Pretend to go on a train or bus ride around the outside area. Pupils to talk about the natural world and the things that they see on their journey.</p> <p>-investigate weather around the world -- places we go on holiday</p>
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			the changes starting to happen outside?	what jobs need to be done – books such as Grandads Farm		
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