

| Early Years                              | Statements from Development Matters  |  | Statements from the Early Learning Goals (EYFS Statutory Framework) |                                 |   |
|--|--|--|---|---------------------------------|---|
|  | Understanding the World<br><br>Reception   | Draw information from a simple map.  | Understanding the World   | People, Culture and Communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps  |
|  |  | Recognise some similarities and differences between life in this country and life in other countries.<br><br>Recognise some environments that are different to the one in which they live. |   | The Natural World               | Explain some similarities and differences between the life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.<br><br>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. |
| Understanding the World<br><br>3-4 Years | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |  |   |                                 |   |

| EYFS GEOGRAPHY CURRICULUM |  |
|---------------------------|--|
| A. Geographical enquiry   | <ul style="list-style-type: none"> <li>▪ Can they say what they like about their locality?</li> <li>▪ Can they sort things they like and don't like?</li> <li>▪ Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>▪ Can they think of a few good questions to ask about a locality?</li> <li>▪ Can they answer questions about the weather? Can they keep a weather chart?</li> <li>▪ Can they use marks to create a simple map/plan?</li> </ul> |
| B. Physical Geography     | <ul style="list-style-type: none"> <li>▪ Can they explain the main features of a hot and cold place?</li> <li>▪ Do they know that Australia has hot weather?</li> <li>▪ Can they describe a locality using words and pictures?</li> <li>▪ Can they explain how the weather changes with each season?</li> <li>▪ Can they name key features associated with a town or village, e.g. church, farm, shop, house?</li> <li>▪ Can they use words like 'weather' and 'season'?</li> </ul>                        |
| C. Human Geography        | <ul style="list-style-type: none"> <li>▪ Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>▪ Can they say something about the people who live in hot and cold places?</li> <li>▪ Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>   |
| D. Geographical knowledge | <ul style="list-style-type: none"> <li>▪ Can they identify the four countries making up the United Kingdom?</li> <li>▪ Can they name some of the main towns and cities in the United Kingdom?</li> <li>▪ Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> <li>▪ Can they use directional language like near, far, left and right?</li> <li>▪ Do they know what a continent is?</li> <li>▪ Can they identify and name a continent on a world map?</li> </ul>   |