**St. Mary’s R.C. Primary School**

“**We Share, We Value, We Respect”**

EYFS Geography Progression Document

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and ‘have a go’**; active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

The most relevant statements for Geography are taken from the following area of learning:

* **Maths**
* **Understanding the World**

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| **Development Matters Links** |
| **Three and Four Year Olds** | Maths  | * Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
* Describe a familiar route.
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
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| UnderstandingThe World | * Use all their senses in hands-on exploration of natural materials.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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| **Reception**  | UnderstandingThe World | * Draw information from a simple map.
* Understand that some places are special to members of their community.
* Recognise some similarities and differences between life in this country and life in other countries.
* Explore the natural world around them.
* Understand the effect of changing seasons on the natural world around them.
* Recognise some environments that are different to the one in which they live.
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 **Minimum expectations for Nursery Minimum expectations for Reception**

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|  | Identify features on a simple map. (**Autumn 1: All about me**)**Tree** **House****River****Mountain****Road****Compass and compass points- north, south, east west** | Can use maps to locate objects in ‘real life’, for example in the classroom/playground. **(Autumn 1: All about me**)**Rooms** **Classroom** **Playground****Outside** **Inside**  |
| To know that we live in Eccles.  (**Autumn 1: All about me**)**Street, road, Eccles, school** | To know that there are different countries in the world, we live England. **England, live, Names of countries depending on nationalities in class e.g. Poland.** **(Autumn 2: Christmas)** **Christmas around the world****(Spring 1: Chinese New Year) China** | Can name at least one other country. **(Autumn 2: Christmas around the world)** **(Spring 1: Chinese New Year)** **(Spring 1: Winter)** **(Spring 2: Handa’s Surprise)****Africa, China, Antarctic**  | To know that 4 countries make up the UK. **Autumn 1: All about me – House Teams. Google Maps)****Countries****England****Ireland****Scotland** **Wales** **Map**  | Can name the 4 countries of the Uk and at least 2 other countries. **(Spring 1: The Gingerbread Man – travelling round different countries) (Spring 1: Chinese New Year) (Spring 1: Winter/Artic) (Spring 2: Handa’s Surprise)** **Africa****China****Artic** **Map****Continent****Country** **Travel**  |
| To know what type of property they live in. **(Autumn 1: All About Me)****House** **Flat****Bungalow**  | Can explain features of homes. (**Autumn 1: All about me. Peace at last**)**Lounge, Kitchen, Bedroom, Hall, Garden, Stairs,**  | Can identify similarities and difference between homes in our country. **(Repeat from Nursery due to new co-hort of chn)** **(Autumn 1: All About Me)****Flat****Bungalow****House** | To know that different countries have different homes. **(Spring 2: Handa’s Surprise)** **(RE: Cafod. Spring 1)****Similarities** **Differences****Huts** **Flats****Round house**  | To compare and contrast differences between homes in other countries (internally / externally). **(Autumn 2: Three Little Pigs) straw, brick, hay****(Spring 1: Arctic) igloo** **(Spring 2: Handa’s Surprise) round house, huts.**  |
| Explains how life may be different for other children. **(RE: Cafod. Spring 1)****same, different. Poor, hungry, thirsty.**  | To know how children celebrate their special festivals (other cultures). **(Autumn 2: Christmas around the world) St. Nicholas, Poland, Carp, makowiec (poppy seed roll), India, Christians Tradition, banana/mango tree. Neureos (pastries). Paper lanterns (Spring 1: Chinese New Year) dragon, zodiac animals, lanterns, firecracker, noodles, chopsticks, rituals, rice bowls. (Spring 2: Pancake Day around the world) Sweeden, fettsdagen, Brazil, Estonia, Iceland.**  | To make comparisons between life for children in this country and life for children in other countries. **(Spring 2: Handa’s Surprise)** **(RE: Cafod. Spring 1) poverty, poor, hungry, thirsty, homless,**  |
| Talk about what they see in their own environment (school/home) using a wide range of vocabulary. **(Autumn 1: All about me) (Progressive throughout the year) (Progressive throughout the year: Natural world, seasonal changes, planting activities, harvest, farm, birds, minibeasts etc).**  | Talk about local environments (their road, the park, the library, Eccles, Supermarkets) **(Autumn 1: Local Area) Library, swimming pool, Trafford centre, Eccles, Morrisons, Aldi, Smyths, Park, name of their road etc.**  | Recognises some environments are different to the one in which they live (**Autumn 2: Three little pigs (Autumn 2: Space) (Spring 1: Chinese New Year) (Summer 2: The Train Ride) farms, towns, cities, rural areas, urban etc.**  | Use pictures to compare and contrast environments around the world. (**Autumn 2: Three little pigs (Autumn 2: Space) planets, sun, moon, earth, star, space, astronaut, rocket. (Spring 1: Chinese New Year) dragon, zodiac animals, lanterns, firecracker, noodles, (Spring 1: Gingerbread Man) names of countries.** |
| See Science progression map for seasons and weather.  |

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| End Points  |
| Nursery | Reception |
| * To know we live in England.
* To know there are different countries in the world.
* To be able to talk about what they see in their own environment.
 | * To be able to describe their environment
* To be able to talk about similarities and differences in this country and life in other countries.
* To use a simple map.
* To talk about similarities and differences in contrasting environments and the world around them.
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| **Early Learning Goals** | Understanding The World | People, Culture and Communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religions 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. |
| The Natural World | 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. |
| **Links to KS1 Curriculum**  | * Name and locate the world’s 7 continents and 5 oceans.
* Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
* Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
* Use basic geographical vocabulary to refer to:

key physical featureskey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
* Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
* Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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| Curriculum Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Type of Maps | Picture maps and globes | Infant atlas | Larger scale OS mapBegin to use map sites on internetJunior atlas | Use large and medium OS mapsUse map sites on internetIdentify features on aerial photographs | Use index and contents page in atlas | Confidently use atlasRecognise world map as flattened globeUse OS maps |
| Location | Learn names of some places in the UK | Locate and name on UK map major features | Begin to identify points on a map | Begin to identify significant places and environments | Identify significant places and environments | Confidently identify significant places and environments |
| Plans  | Draw around objects to make a plan | Look down on objects to make a plan view map | Begin to draw a sketch map from a high point of view | Draw a sketch map from a high point of view | Draw a plan view map with some accuracy | Draw a plan view map with accuracy |
| Route Work  | Use a simple picture map to move around school. | Follow a route on a map. | Follow a route on a map with some accuracy. | Follow a route on a large scale map | Select map for specific purpose. | Follow a short route on OS map. |
| Drawing Maps | Draw picture maps of imaginary places and from stories. | Draw a map of a real or imaginary place. | Try to make a map of a short route experienced. | Make a map of a short route experienced with features in correct order, | Begin to draw a variety of thematic maps based on their own data |  |
| Direction/ Location | Follow directions (up, down, left and right) | Follow directions (up, down, left, right, forward, backward and NSEW) | Use 4 compass points to follow give directions. | Use 4 compass points well and begin to use 8 points. | Use 8 compass pointsBegin to use 4 figure co-ordinates to locate features on a map. |  |
| Vocabulary  | Equator South poleNorth poleSeven continents – North America, South America, Africa, Europe, Asia, Australia and Antarctica. Five Oceans – Pacific, Atlantic, Indian, Arctic and Southern. Near, far, wet, sunny, hot, dry, cold, house, school, street, shop United Kingdom, world, England, Scotland, Northern Ireland, winter, summer, spring and autumn. | Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent, capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe | Britain, British Isles - England, Ireland, Wales and ScotlandCapital Cities – London, Edinburgh, Cardiff and BelfastRivers, Mountains and hills. North, East , South and West, DirectionsPhysical features, Human features , Evaluate , Route Map Physical features: glacier, mountain, ocean, iceberg Rainforest Equator Polar regions Coastal areas Weather tropics of cancer and Capricorn latitude, longitude, equator, northern hemisphere, southern hemisphere.times zones Greenwich meridian | Mountains , Flat Lands, Eccles, rural, urban, OS maps, roads maps, aerial maps, Earthquake vocab – aftershock, epicentre, fault line, foreshock, mainshock. magnitude, richter scaleEarth – tectonic plates Volcano vocab active volcano, ash, crater, dormant volcano, extinct, igneous rock, lava, magma, vent , summit crater and magma. Compass northeast, southeast, outhwest and northwest. Compass - northeast, southeast, southwest and northwest.Europe | climate zones, biomes and vegetation belts rivers - names of key rivers chosen to study the water cycle.settlement, land use, economic activity, trade linksNorth America  | Longitude, equator, latitude, hemispheres. Tsunamis, volcano, earthquake, draught,Evaporation, precipitation, groundwater, run offfault line, tectonic shift, wavelength, displace, shoalingaftershock,epicentre, fault line, foreshock, mainshock. Magnitude, mercalli scale, richter scaleactive volcano, ash, crater, dormant volcano, extinct, igneous rock, lava, magma, vent , summit crater and magma.South America  |
| Enquiry Skills  | Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world | Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. | Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features | Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ Identify and describe similarities, differences and patterns when investigating different places, environments and people. | Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. | Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues |
| Field Work  | awareness of features of the environment in the settingGive opportunities to record findings by, e.g. drawing, writing, | Observe and describe daily weather patterns.Use simple fieldwork and observational skills when studying the geography of their school and its grounds. | Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment | Observe, record, and name geographical features in their local environments. | Observe, record, and explain physical and human features of the environment. | Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. | Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings |
| Place and Locational Knowledge |  | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Understand the difference between human and physical geography. | Name and locate the surrounding seas of the United Kingdom. Name and locate the world’s seven continents and five oceans Understand and study the difference between human and physical geography with a study of a contrasting location | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions Locate and name the main counties and cities in England. Locate and name the main cities in/around Eccles Locate Russia Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  | Name and locate several countries in Europe including France, Germany, Spain and Italy Identify capital cities of Europe. Name different cities of the UK and the human and physical characteristics. Identify and locate highest mountains/volcanoes in the world. Locate north and south Americas | Use old maps to map out how land use has changed in Eccles/Manchester over time.Rivers around the world and the UKNorth Americas climate, comparisons to the UK, land use and trade.  | Coasts in the UKMountain ranges in south America. Human and physical features in south America  |
| Human and Physical Geography |  | Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to: key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office | Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles | Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Types of settlements in modern Britain: villages, towns, cities. | Physical geography comparing three different areas in the UK. Look at how to world is moving and changing due to climate change. Find out about tectonic plates and their locations. Human geography - what are we doing that will cause climate change.  | Locate key rivers in the UK and the worldthe key features of the river system. Human and physical features in Eccles – observe, measure, record and present.  | Physical features of coasts. Physical geography – tsunamis, earthquake, volcanoes, draught.  |