



GEOGRAPHY curriculum progression document: Early Years with links to KS1/Y1

| Key concepts (Trust intent/nc) → | Locational | Human and physical | Skills and fieldwork |
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| KS1 (Y1) Composite knowledge | Locate the UK & four countries of the UK on the globe Locate London Naming and locating the continents Naming and locating the oceans | Understand some of the differences between continents – polar/colder/warmer/largest/smallest North Pole /south Pole /Equator Identify seasonal and daily weather patterns | Atlases & globes Mapping - bird's eye view Google earth. Compass directions Use fieldwork and observational skills to study the geography of the school/grounds & key human & physical features |
| Early Years Composite knowledge (by end of EYFS) <i>Key drivers - Language Development runs throughout – developing vocabulary & exploratory and presentational talk,</i> <i>Outdoor learning – opportunities built in throughout</i> | Talk about their immediate environment/local area Be familiar with globes & maps & what they represent. Identify land and sea on the globe/map Locate (& recognise) the UK (& other countries linked to cultural background of children & continent – Africa) on the globe/map Know that there are different countries in the world and talk about the differences (DM) – incl UK, Somalia, Turkey | Know about some physical features & landscapes – rivers, forests, deserts, mountains, rainforests. Also features within school grounds, incl forest, slopes, pond etc. Identify aspects of seasons and weather – hot, cold, rain, wind etc. Know about human features of immediate environment – home, classroom, shop, Edmonton (London?) (& farms) Issue – human effect on/looking after our immediate environment - litter | Be familiar with and use globes to identify UK (+ ...) Be familiar with and begin to understand and maps and birds eye view . Follow a simple map (related to stories and outdoor areas) Begin to understand & use google earth & Google street view |
| Early Years – key learning experiences (adult led) (component knowledge). <i>Geography Capital in red</i> | | | |
| | Locational | Human and physical | Skills and fieldwork |
| TWOs | Get to know immediate environment – class and outdoors | Weekly forest sessions Immediate environment – class and outdoors Trips/visits: Firefighters, library | Introduce directional language – through songs/rhymes/games/experiences |
| Nursery | Local area – explore school grounds and beyond (Edmonton Library trip, Broomfield Park Trip) Introduce globes – what they are, what they represent (<u>Autumn</u>) Identify land and sea on globes Locate (& recognise) the UK on the globe (<u>Summer</u>) Parents in to read/tell stories, cooking from own cultures/countries. Class pets – African Land Snails – explore where they come from Share family photo books and Tapestry photos. | <i>Explore and use school grounds – Weekly forest and pond sessions (science link)</i> Introduce river, snow, forest, cave etc. Text link: We're going on a Bear Hunt' – sensory, 'real life' & digital experiences (<u>Autumn Term</u>) Revisit rivers – Text link: Billy Goats Gruff link (flow to the sea) (<u>Spring Term</u>) Introduce desert, arctic, mountains, etc. Text link: 'Pirate Feast' (<u>Summer Term</u>) | Globes and maps - what they are, how to use Explore and use school grounds Map making: make & follow treasure maps (use outdoor area) – Text link: 'The Pirate Feast' (<u>Summer Term</u>) |

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| | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (DM) | Trips: local area beyond usual experience - library, Broomfield Park | |
| Reception | <p>Explore globes and maps Locate (& recognise) the UK Locate and find out about other countries – link to children’s cultural backgrounds (Somalia, Turkey) Locate continent - Africa</p> <p>Text link: Handa’s Surprise (<u>Autumn Term</u>) Text link: The Everywhere Bear – exploring school and & making maps Text link: No Dinner (India) (<u>Spring Term</u>) Text link: Anna Hibiscus Song (Africa) (<u>Summer Term</u>)</p> <p>Explore and know about immediate environment/local area Text link: Errol’s Garden (Community/local area – incl school trip & homework – walk with families) (<u>Summer Term</u>)</p> | <p>Explore and use school grounds – Weekly forest and pond (dipping) sessions (science link)</p> <p>Find out about Antarctica and cold climates. Text link: Blue Penguin (<u>Autumn Term</u>) Find out about rainforests Text link: No Dinner link (<u>Spring Term</u>) – non fiction, internet etc. Revisit & develop exploration of rivers, snowstorms etc. Text link: ‘We’re going on a Bear Hunt’ (<u>Spring Term</u>) Find out about immediate environment/local area Text link: Errol’s Garden (local area – incl local area walk - school trip & homework – walk with families) (<u>Summer Term</u>) Recognise that some environments are different to the one in which they live (DM)</p> <p>Trips/visits: Forty Hall, Farm, Panto, local area e.g. shop, park</p> | <p>Globes & maps – what they are, how to use – locate UK and other countries</p> <p>Maps related to stories - Rosie’s Walk, Bear Hunt, Everywhere Bear– children follow simple maps, create own maps – use forest/outdoors (<u>Spring Term</u>) Draw info from a simple map (DM)</p> <p>Exploring google earth & street view on IWB – related to stories e.g. Handa’s Surprise (<u>Autumn Term</u>), Aerial view – zoom into school & Africa Use to find India when reading ‘No Dinner’ (<u>Spring Term</u>) finding countries linked to backgrounds e.g. Somalia</p> |
| Early Years continuous provision - environment/opportunities (independent and adult supported) | | | |
| | Locational | Human and physical | Skills and fieldwork |
| <p>All year groups, ongoing through year</p> <p><i>Level of challenge steps up through age groups</i></p> <p><u>Examples of adult role in continuous provision:</u> Encourage children to talk about their observations and experiences. Introduce vocabulary. Intervene to extend language/thinking/knowledge</p> | <p>Globes and world maps available as part of independent provision in all classrooms</p> <p>Stories and non fiction books available in Reading area and across provision to support learning</p> <p>Family photo books reflecting homes, families, cultures – available in reading area</p> <p>Images of local area in block area and continuous provision</p> | <p>Explore, experience and observe weather and seasonal changes – use outdoor areas throughout the year for first hand experiences - kites, streamers etc. on windy days, puddles on wet days, ice and snow in winter etc. Observe changes in trees/leaves Text link: Tree – Seasons come, seasons go, Leaf Man</p> <p>Explore slopes and hills – including climbing up and running/rolling down. Explore forest area</p> <p>Mud kitchens – mixing soil and water etc. observing changes - link to erosion &</p> | <p>Globes and world maps available as part of independent provision in all classrooms</p> <p>Google earth available to access & explore independently on IWB</p> <p>Map making opportunities available to enable following children’s interests, including of school grounds – forest area, playgrounds, way to school</p> |

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| <p>Opportunities for recall built in through sharing Learning Journals. Also photo books, story and information books to remind children about real places etc.</p> | <p>permeability</p> <p>Investigation areas to include rocks and crystals for exploration/observation Water and sand play inside and outside – exploring flow etc.</p> <p>Looking after our environment - litter picking – link to <i>issue</i></p> <p>Small world opportunities – children to create their own environments, including farms, buildings, cities etc.</p> | | |
| <p>Educational Programme - Understanding the World</p> | <p>Guiding children to make sense of their physical world and their community from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> | | |
| <p>ELGs – Understanding the World</p> | <p>‘People, Culture and Communities’ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ^{[1][2]}_[SEP]</p> <p>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; ^{[1][2]}_[SEP]</p> <p>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. ^{[1][2]}_[SEP]</p> <p>‘The natural world’ Understand the effect of the changing seasons and the natural world around them</p> | | |
| <p>Vocabulary</p> | <p>Locational</p> | <p>Human and physical</p> | <p>Skills and fieldwork</p> |
| | <p>Globe, map, world, land, sea, ocean, United Kingdom (UK), Somalia, Turkey, India, Africa Edmonton, London</p> | <p>Forest, pond, river, snow, ice, desert, sand, mountain, hill, rain, wind, gale Home, flat, house, farm</p> | <p>Map, atlas, earth Directional vocab – forwards, back, turn. North, south</p> |