



# Geography Progression in EYFS



| People, Culture and Communities   |   |
|---|---|
| Nursery   | Reception   |
| Use all senses in 'hands on exploration' of a range of environments.  | Show curiosity by exploring, discovering and explaining within the environments around them. Identify the key features of our surroundings: school, houses, church, beach, golf course, dunes   |
| Begin to understand the need to respect and care for the natural environment and all living things  | Draw information from a simple map. For example, "the lake is next to the forest." "I go past the post office on the way to the park." Know that the sea is represented by blue on a map, and the land by green.  |
| Take an interest in and talk about the role of a range of occupations within society  | Talk confidently about the roles that people take on in their local community   |
| Begin to recognise similarities and differences between different roles. For example, a doctor looks after people and a vet looks after animals. A farmer works outside in a field and a shop assistant works inside in a shop  | When comparing the children's lives in this country to life in other countries, recognise similarities and differences. For example, the clothes people wear, the jobs people do, the food people eat, explored through the fiction and non fiction texts the children experience |
| Begin to name different countries of the world  | When finding out about other environments around the world, make comparisons with their local environment. For example, it doesn't rain in deserts, it rains more in England. Identify what the weather is like, and what that means to us.                                       |
| Talk about differences between places that children experience in fiction, non fiction or photographs. For example, it's cold in England and it's hot in Australia, it's busy in town and it's quiet on that beach.   | Name Embleton, Alnwick and the place we live. Name the North Sea. Recognise local places from pictures.   |
| <b>End of Reception</b><br>Children will have geographical language to describe their own environment and how it differs to others around the world. They will be able to create and read simple maps and plans, recognising some symbols and following routes. They will be curious about the life and faith of people around the world and be respectfully aware of similarities and differences between their lives and those of others.   |   |
| <b>ELG: People, Culture and Communities</b><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>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;</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> |   |