

## Progression Guidance for Geography from Early Years

### Overview

Geography in the EYFS Framework falls predominantly under the Understanding the World area of learning. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

The following table shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

Geography		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
Locational Knowledge	<p><b>Understanding the World</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – 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</p>	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like and dislike.</li> <li>Use appropriate vocabulary to make distinctions in their observations and to express opinions.</li> <li>Express opinions on natural and built environments and hear different points of view on the quality of the environment.</li> <li>Find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Notice and discuss patterns around them</li> <li>Identify seasonal patterns – focusing on plants and animals.</li> <li>Explore their local environment and talk about the changes they see.</li> </ul>
Place Knowledge		
Human and Physical Geography		

Geographical Skills and Fieldwork	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. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> <li>• Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world</li> <li>• Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world.</li> <li>• Examine change over time.</li> <li>• Answer open-ended questions, such as "How can we...?" or "What would happen if...?"</li> </ul>
-----------------------------------	---	---

Year 1 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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 (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• 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</li> <li>• 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</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <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> <p><i>*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>

### Step by Step Guidance to Support Planning for Geography Progression

1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.
2.	Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing Geography in KS1.
3.	Map out where Geography will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to Geography.
4.	<p>Look at the progression of your subject across school.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• What children cover in Early Years</li> <li>• When Geography topics or skills are revisited later on in school</li> <li>• If the curriculum offer in Early Years provides the appropriate foundations for future learning</li> <li>• What specific skills and knowledge children are learning in Early Years related to Geography</li> <li>• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond</li> </ul>
5.	<p>Map out the skills and knowledge children will achieve throughout their time in Early Years</p> <ul style="list-style-type: none"> <li>• What skills, knowledge and understanding will children have in Geography by the end: <ul style="list-style-type: none"> <li>○ Autumn term, Spring term and Summer term of Nursery?</li> <li>○ Autumn term, Spring term and Summer term of Reception?</li> </ul> </li> <li>• Is this learning progressively sequenced?</li> <li>• Does this provide the opportunity to integrate new knowledge into larger concepts?</li> <li>• Are links made between new and previous learning?</li> </ul>
6.	Map out the vocabulary associated with Geography children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?
7.	<p>Monitor the implementation of the long-term plan (set out by following steps 1-6).</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• The opportunities children have to apply Geography knowledge and skills and embed understanding through child-initiated learning</li> <li>• The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play.</li> <li>• How adults support children to learn and understand specific vocabulary related to Geography</li> </ul>

<b>8.</b>	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"><li>• Are children able to demonstrate the skills (identified in step 1 and 2)?</li><li>• Can children use and apply the taught vocabulary?</li><li>• Are children confident with basic concepts related to Geography by the end of Reception?</li><li>• Do children enter Year 1 ready for the Geography National Curriculum Programme of Study?</li></ul>
-----------	---	---