



EYFS PROGRESSION MAP  
UNDERSTANDING THE WORLD - GEOGRAPHY



In Early Years understanding the world through Geography is an important part of our curriculum. 'Understanding the World' encompasses a range of early geographical skills and knowledge in Early Years. Our focus for teaching and learning is on hands-on experience and developing the language and communication skills that will enable children to make comparisons, ask questions and make connections in their experiences. The children's developing understanding of place and community is like an ever-widening circle. We start by talking with the children about their homes, the people who live with them and the people who are important to them. We also talk about what makes them the same or different to other children. The children start to become aware of the local landmarks that are significant to them such as Smeaton's Lighthouse, and we incorporate photographs of these into a small world and block play. In Foundation, teachers talk about maps and use 'mapping' skills to plot place and story. We talk about Elburton and beyond and develop the children's understanding of place through talking about where we live, local landmarks and where other significant people in individual children's lives live. Alongside planned learning, children are encouraged to follow their own interests and create ideas around their own fascinations.

Implementation:

	Learning Experiences	Key Vocabulary and what children need to know	Outcomes
Nursery 2 Year Old Provision	<p>Explore the features of the outside area.</p> <p>Block play – creating buildings from imagination based on own first-hand experiences and interests.</p> <p>Small world and block play with photographs of local landmarks.</p> <p>Playing games of hide and seek, warmer/colder hiding objects games.</p> <p>Walks around the local area.</p> <p>Read stories about other countries, pirates, treasure maps, travel, transport etc.</p> <p>Share stories on animals from talking about where they might live in the wild</p>	<p>Inside, outside, on top, under, shop, home, church, garden, nursery, factory, farm, train, car, bus, road, train track, pond, forest, garage, school</p>	<p>Explore and respond to different natural phenomena in their setting and in the environment.</p>



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<p>Preschool</p>	<p>Explore the features of the outside area.</p> <p>Talk about where Nursery is in relation to home.</p> <p>Block play – creating buildings from imagination based on own first-hand experiences and interests.</p> <p>Small world and block play with photographs of local landmarks</p> <p>Use large globes and pictures of the world to show there are different countries.</p> <p>Invite children to share postcards and photos from holiday experiences. Talk about and compare different features in the outdoors.</p> <p>Forest School Talking about story settings and introducing vocabulary to describe place, buildings, landmarks.</p> <p>Go on walks around the local area, describing what is seen.</p> <p>Follow children’s interest in wild animals and which countries they live in.</p> <p>Provide children with a range of resources such as animals that live in colder climates and features of other countries.</p> <p>Sharing stories that feature journeys and language of position.</p>	<p>Inside, outside, on top, next to, behind, under, shop, house, farm, church, school, road, pavement, flat, park, zebra crossing, bicycle, field, forest, pond, playground, trike, dinner hall, library</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
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	Playing positional games and hide and seek.		
Foundation	<p>Visits to the local environment such as Forest, Elburton Village, Bus Trip into Plymouth, Library, Church, Farm.</p> <p>Block play – creating buildings based on own first-hand experiences and interests.</p> <p>Small world and block play with photographs of local landmarks as a stimulus</p> <p>Drawing Simple maps. Posting Letters.</p> <p>Forest School learning about the seasons throughout the year.</p> <p>Pretending to travel or go on holiday (journey) to different countries/cities such as London, of the world.</p> <p>Learning about looking after our planet, Earth Day and how we can recycle and keep our beaches, local environment clean.</p> <p>Walk to post box – talking about street furniture and the features of the local environment, drawing simple maps.</p> <p>To explore their local environments, talking about places, plants and animals that they see.</p> <p>Find out about their environment and talk about those features they like and dislike.</p>	<p>Inside, outside, on top, next to, behind, under, around, near to, shop, house, factory, farm, flat, church, school, mosque, road, pavement, flat, park, zebra crossing, bicycle, field, forest, pond, playground, trike, Dinner Hall, library, river, allotment, museum, Nature Reserve, Synagogue, map, left, right, zebra crossing.</p> <p><b>Oracy and language development in geography</b></p> <p><b>Children should:</b></p> <p><b>Use appropriate geographical words to help children make distinctions in their observations.</b></p> <p>e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘flat’, ‘shop’ and ‘church’,</p> <p><b>Use of words that help children to express opinions,</b></p> <p>e.g. ‘busy’, ‘quiet’ and ‘pollution’.</p> <p><b>Introduce weather differences in different places.</b></p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p>



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	<p>Talking about places in our school – going for a walk, locating places</p> <p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Sharing stories about different places and journeys e.g. Rosie’s Walk.</p> <p>Using children’s own experiences of visiting/living in other countries/places.</p>	<p>Climate, temperature, rainfall, different, same, compare, changes.</p>	
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