

Geography Skills Progression Map



School Readiness Intent: At St Francis CE Primary School we want the children to learn about the world around them but also to experience it first hand through a variety of opportunities. They will learn to explore, question and show curiosity about the world, drawing upon their previous learning. They will learn about where they live, the UK and the surrounding seas and then the wider world around them.

EYFS Intent: Children in the Early Years Foundation Stage will begin to investigate the world they share with their family and the wider world around them. With support from adults, they will use different sources and will explore their world through direct experiences, beginning to communicate geographically with their peers and adults.

Geography features in the Specific Area Of Learning – Understanding the World (UW) – in ‘The World’ strand.

EYFS Stage	Development Matters	Implementation/ Context
F3 	16-26 Months UW – The World • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. 22-36 Months UW – The World • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment	Children will be given the opportunity to explore the environment around them, including the outdoors and experience jumping in puddles and exploring trees and different surfaces such as concrete, grass or pebbles and explore the senses involved. They will begin to tell stories about journeys and places to visit and explore where they live and talk about home, our country and other environments through small world play and exploration e.g. water and sand. <i>I am beginning to investigate places</i>
F2 	30-50 Months UW – The World • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.	Children will be given the opportunity to explore the world through carefully selected resources and activities through small world play. They will visit our Sensory Garden and go on walks around the school grounds whilst talking about the senses involved. They will gain further knowledge of the worlds around them by visiting a local shop and looking at the different environments. They will use a variety of sources to look more closely at different environments such as photos, online sources, books and objects. <i>I am beginning to investigate places and I am beginning to communicate geographically.</i>

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EYFS Stage	Development Matters	Implementation/ Context
Reception 	40-60 Months – UW – The World Looks closely at similarities, differences, patterns and change. ELGs UW – The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children will be encouraged to give different opinions on natural and built environments and will be supported with their use of language with an adult (using words such as hot, cold, country, village, town etc.) They will read stories from different countries and explore these different environments through small world, photos, online sources and discussions with family members. They will note, observe and talk about the animals and plant life that they see in different environments, such as Polar regions, the African plains, desert areas and tropical areas. They will begin to look at and create their own simple maps for where things are in their own, familiar environment. <i>I am beginning to investigate places, to communicate geographically with support and begin to investigate patterns.</i>

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Thinking: - Having their own ideas - Making links - Choosing ways to do things 

Learning and Teaching in EYFS – New Curriculum

What Geography Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Three and Four-Year-Olds	Mathematics	• 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’.
	Understanding the 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.

Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.