

**NURSERY
PROGRESSION IN
GEOGRAPHY**



	EYFS	Colours	Festivals and celebrations	Travel and Transport	Growing	Animals	Change
Key concepts:							
Investigate patterns (Human processes, Diversity, Physical processes)	<p>Develop their sense of responsibility and membership of a community.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they can see using a wide vocabulary.</p> <p>Show interest in different occupations. explore how things work.</p> <p>plant seeds and care for growing plants.</p> <p>begin to understand the need to respect and care for the natural environment and all living things.</p> <p>talk about the difference between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	Caring for playground, wood etc litter picking	Explore cultures and diversity linked to the different religions, linked to climate and country predominate in that religion	<p>Children learn about the use of transport to support trade, taking produce from one place to another.</p> <p>Pollution from transport</p>	<p>Life cycles of a plant – what does it need to grow? Make links to season changes and how climate/weather affects growth.</p> <p>Not picking plants and the introduction of recycling.</p>	<p>Teach children about the importance of looking after our natural environment.</p> <p>Not interfering with animal's homes</p> <p>Chicks in the classroom watch them hatch from eggs and grow into large chicks.</p>	Understand growth and changes over time. Investigating the world beyond their familiar. EG school, college, university, jobs.
Communicate Geographically (Vocab, techniques)	<p>Talk about what they can see using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	Explanation, ask questions	Compare and contrast, ask questions, explanation	Use digi maps to look at a Birdseye view of our school and the close surrounding areas where	Compare and contrast, ask questions, explanation	<p>Observations re environment, similarities differences</p> <p>Where animals live</p>	Compare and contrast, ask questions, explanation

	talk about the difference between materials and changes they notice.			<p>the children may live.</p> <p>Create pictogram and tally chart</p> <p>compare and contrast, ask questions, explanation</p>		Compare and contrast, ask questions	
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<h1>Geographical Field work and enquiry</h1>	<p>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..</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher led enquiries, to ask and respond to simple closed questions. <input type="checkbox"/> Use information books/pictures as sources of information. <input type="checkbox"/> Investigate their surroundings <input type="checkbox"/> Make observations about where things are e.g. within school or local area. 	<p>Carry out an environment walk so that children become familiar with 'School'.</p>	<p>Read 'Rosie's walk' as an introduction to mathematical language used for locations and directions.</p> <p>Visit to Beswick Library.</p>	<p>Transport census: What vehicles pass the school.</p> <p>What vehicles can we use to get to school?</p> <p>Display in classroom how do we travel to school.</p> <p>Make comparisons between books we have read that include familiar routes e.g. going on a bear hunt, Pete the cat, Rosie's walk, the Jolly Christmas postman.</p>	<p>Life cycles books, non fiction books, farming books</p> <p>Children grow plants and look at plants within the environment.</p> <p>Where does our food come from?</p>	<p>Teacher led searching for animals and their homes or environments</p> <p>School trip to Farm/sea life centre.</p>	<p>Children move around the school and visit their new classroom as part of transition.</p> <p>Children revisit work from the beginning of the year, and look at how we have changed and how our environment has changed and will continue to change.</p>
<p>Direction/Location</p>	<p>describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Carry out an environment walk so that children become familiar with 'School'.</p>	<p>Go on a walk around the playground to introduce language to describe a route.</p> <p>Visit to Beswick Library.</p>	<p>Go for walks to familiar routes around school e.g. canteen, studio, castle, front office.</p>	<p>Children look at distance through length in maths lessons</p>	<p>Positional language used throughout maths lessons.</p>	

Drawing maps	<input type="checkbox"/> Draw picture maps of imaginary places and from stories.	Literacy story mapping	Literacy story mapping	Literacy story mapping	Literacy story mapping	Literacy story mapping	Literacy story mapping
		Draw ourselves and our families.	Draw simple map of a journey around playground.	Draw simple map of a journey around school.	Design gardens using shapes.	Draw animals and their habitat	Draw ourselves and people who help us.
Representation	<input type="checkbox"/> make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and parks. create closed shapes with continuous lines, and begin to use these shapes to represent objects.e.g. houses, maps, gardens, animals, trees, plants. Use drawing to represent ideas like movement or loud noises.	Children are encouraged throughout the year to use construction tools inside and outside of the classroom. Also to create small world scenes from resources available to them.	Children are encouraged to draw representations of their celebrations and characters from books about celebrations. e.g. Meg from meg and mog. Children are encouraged throughout the year to use construction tools inside and outside of the classroom. Also to create small world scenes from resources available to them.	Children encouraged to draw their own map of a familiar route. Children encouraged to build with large scale items to make transport for a journey. e.g. train. aeroplane. Also to create small world scenes from resources available to them.	Children draw representations of their families, minibeasts and fruit and vegetables. Children are encouraged throughout the year to use construction tools inside and outside of the classroom. Also to create small world scenes from resources available to them.	Children draw representations of animals and where they live. Children are encouraged throughout the year to use construction tools inside and outside of the classroom. Also to create small world scenes from resources available to them.	Children are encouraged to draw representations of themselves and people who help them. Children are encouraged throughout the year to use construction tools inside and outside of the classroom. Also to create small world scenes from resources available to them.
Using maps	<input type="checkbox"/> Use a simple picture map to move around the school; <input type="checkbox"/> Recognise that it is about a place.	Carry out an environment walk so that children become familiar with 'School'.	Use maps/atlas to look at different countries whereby particular religions are	Use of Digi maps to see how close we live to school - Can we walk to school or do we need a	Use google maps to see where baby and mum live.	Use google maps to look at where different animals come from in the world are	Using our own school environment to look at where the children are transitioning

			most celebrated.	different mode of transport.		they near or far away.	to for the next year.
Scale/Distance	<input type="checkbox"/> makes comparisons between objects relating to size, length, weight, and capacity.			<p>Measuring how far the toy cars travel.</p> <p>Look at where we live. How far is our house from the school, who lives the closest, who lives far away.</p> <p>Toy boats - how many people can we fit in the boat?</p>	<p>Butterflies in classroom - different sized caterpillars, cocoons and butterflies.</p> <p>Measuring children - have the grown since the start of the year. Who is taller/shorter/th e same height.</p>	<p>Use google maps to look at where different animals come from in the world are they near or far away.</p> <p>Compare animals by size and height.</p> <p>Chicks in classroom</p>	<p>Using our own school environment to look at where the children are transitioning to for the next year.</p> <p>Draw around ourselves to compare height.</p>
Perspective	<input type="checkbox"/> Draw around objects to make a plan.	Leaf rubbing		Design a vehicle using shapes.	Plan vegetable patch using shapes	animal shadow drawing	Draw around ourselves.
Map knowledge	<input type="checkbox"/> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Nigeria, India.	Through settling in routine children learn names and routes to and from different areas around school e.g. dinner hall, library, studio.	<p>Use maps/atlas to look at different countries whereby particular religions are most celebrated.</p> <p>Begin to explore the fact that we live in Manchester</p>	Look at where we live. How far is our house from the school, who lives the closest, who lives far away.		Explore where some animals live and why they might not live in the UK e.g. Polar bears need a cold place to live.	

Style of map	<input type="checkbox"/> Digi maps, google maps and globes			Use of Digi maps to see how close we live to school and to look at the addresses of children in the class.	Use google maps to see where our food comes from.	Google maps, google Earth and Google images to show the different habitats of animals.	
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