

# Greenbank Primary School

## EYFS Geography Progression



ELG (End of Reception)	<p><b>ELG: People and Communities</b></p> <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> <p><b>ELG: The World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <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 and changing states of matter.</li> </ul>
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### Greenbank EYFS Composite knowledge

	Nursery	Reception
<b>Locational</b>	<ul style="list-style-type: none"> <li>Know that maps and globes show pictures of places</li> <li>Identify on a map land masses and bodies of water</li> <li>Know that places have names and name places within local environment</li> <li>Talk about own community and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Can name the country and city which we live in</li> <li>Talk about the features they can see on maps and globes</li> <li>Share information about their community and local environment</li> <li>Know that people live in other countries</li> <li>Name countries which they have encountered during personal experiences e.g. holidays and texts</li> <li>Describe how environments are different e.g. compare North Pole to the UK</li> </ul>
<b>Human and Physical</b>	<ul style="list-style-type: none"> <li>Name human and physical features within their local environment e.g. park, shop, road, river</li> <li>Experience human and physical features e.g. going out in all weathers, visit to local park</li> </ul>	<ul style="list-style-type: none"> <li>Name human and physical features within local environment, on simple maps and in texts</li> <li>Begin to recognise and name famous landmarks e.g. The Eiffel Tower</li> <li>Discuss the human and physical features of contrasting environments</li> </ul>

	<ul style="list-style-type: none"> <li>• Role-play different locations and roles e.g. beach, shop keeper</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss simple seasonal changes</li> <li>• Experience and discuss human and physical features e.g. going out in all weathers, visit to local park</li> <li>• Role-play different locations and roles e.g. beach, shop keeper using accurate geographical vocabulary</li> </ul>
Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Explore a range of maps, atlases and interactive resources e.g. Google maps</li> <li>• Create own representations of human and physical features</li> <li>• Make simple representations of maps</li> <li>• Make observations about the weather and season</li> <li>• Use some language of direction and position</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of maps, atlases and interactive resources e.g. Google maps</li> <li>• Use a simple map</li> <li>• Create own maps e.g. treasure map</li> <li>• Identify the weather and season</li> <li>• Accurately describe direction and position</li> </ul>
Vocabulary		
Map, world, land, sea, United Kingdom, rain, sun, wind, cloud, fog, storm, cold, warm, spring, summer, autumn, winter, house, farm, field, park, beach, shop, museum, river, city, country, desert		
Key Experiences		
Nursery	<ul style="list-style-type: none"> <li>• Looking at maps, globes and atlases</li> <li>• Sharing stories set in different countries</li> <li>• Use of Seesaw to allow children to share information and photographs of their community, traditions and experiences</li> <li>• Seasonal activities e.g. leaf rubbing, ice painting, observational drawing</li> <li>• Creating representations of places</li> <li>• Explore the EYFS environment</li> <li>• Activities to promote positional language e.g. Beebot, following maps</li> <li>• Visits to landmarks within the local area e.g. Greenbank Park, local farm, local library</li> </ul>	

- Looking at maps, globes and atlases
- Sharing stories set in different countries
- Use of Seesaw to allow children to share information and photographs of their community, traditions and experiences
- Seasonal activities e.g. leaf rubbing, ice painting, observational drawing
- Creating representations of homes and local environment
- Explore the school grounds
- Activities to promote positional language e.g. Beebot, following maps
- Visits to landmarks within the local area e.g. Greenbank Park, museum, River Mersey, New Brighton beach

### Continuous Provision opportunities

- Wide range of books set in different locations, including fiction and non fiction
- Photographs reflecting different families, religions, cultures and places
- Small world resources used to create representations of places e.g. farm, North Pole
- Mark making equipment available alongside small world resources to encourage map making
- Resources for experiencing weather and seasonal changes e.g. wellies, wind streamers