EYFS progression map from birth to the end of Reception year

Area of Learning Understanding the World

Concept:

People, Culture and Communities

Geography – should be delivered through the use of geographical skills, fieldwork (Using Maps and Directions, drawing Maps, field Work, positioning) and enquiry (Express Views, patterns, research, data).

Educational Programme from the EYFS framework: 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 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.

		Geography – Locational and Place Knowledge		Geography – Human and Physical Geography				ELG
		UK	The World	Weather and Climate	Making comparisons	Land use and Physical features	Environmental	
Progression steps to enable typical progression within this concept	**Birth – 3**	I can explore place through small world explorations.	I can explore culturally diverse small world toys and artefacts.	I can use some words to label the weather e.g. rain, sun, hot				**Children at the expected level of development will:** **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;** **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;** **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.**
	3-4 yrs	I can describe a familiar route e.g. where I walk to get to nursery. I can describe where a story is taking place (the setting) e.g. in a forest.	I know that there are different countries in the world.	I know that when the weather is cold I need to wear a coat.	When looking at photos and/or artefacts, I can talk about how some countries are different to ……..	I can explore land use through creating small world settings e.g. a farm, a building site, a dinosaur island etc.		
	Reception	I can remember where areas within the school are: my classroom, reception's garden, the main office, the hall, the KS1 playground I can look at aerial photographs of …….. and begin to identify the school, roads, fields, shops, dykes, houses and paths.	I know that we all live on a planet called Earth. I know, when looking at Earth, that the green, brown, yellow and white bits are land and the blue bits are water. I know there are other countries in our world and I can begin to name some of significance to myself or to my learning (e.g. Kenya) I know the UK is in the continent of Europe. I know that Kenya is in a different part of the world. I can find the UK on a worldmap.	**UW TNW target** I know how the weather changes over the seasons. **UW TNW target** Describing the weather that I experience day to day in ……. **UW TNW target** Describing the weather that I might experience day to day in places other than …….. I can match suitable clothing to associated weather conditions. I know some ways to stay safe when it is sunny.	I can recognise some similarities and differences between life in this country and life in other countries in terms of what they eat, how they travel to school, where they live and the weather.	I know that I go to school in a city, town or village,called …… near to the town of…….. I can name features of my immediate area such as field, road, house, school, shop, path I can create small world settings that include some drawn elements. I can draw my own simple map of imagined settings. I can draw my own simple map of my local area.	I know that we should use litter bins to safely throw our rubbish away. I know that we should recycle and reuse materials to help our natural environment.	