

England Class Nursery	<p>EYFS Curriculum: Development Matters - Geography – 3-4 Year Olds</p> <ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>			<p>Progression towards ELG:</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>• 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> <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>			
Curriculum Coverage (Examples)	Autumn 1 <i>Look on Google maps at a bird's eye view of Burton End. Can they spot anything they recognise?</i>	Autumn 2 <i>Look at photos of different types of homes. Which type do they live in? Talk about differences and similarities.</i>	Spring 1 <i>Look at books of houses around the world. How do they look different to the houses in Haverhill.</i>	Spring 2 <i>What does the jungle look like? Who lives there? Different countries our families come from –Use world map</i>	Summer 1 <i>Places around the world Draw a map from home to school</i>	Summer 2 <i>Use world map to explore holiday destinations. How will you get there.</i>	
Key Vocabulary	Street, road, bridge, school, church, house, shop, bungalow, traffic, lights, zebra, crossing, roundabout, map, journey, town, What can you see?						

<p>Wales/Scotland Classes</p> <p>Reception</p>	<p>EYFS Curriculum: Development Matters – Understanding the World</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>			<p>Progression towards ELG:</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>• 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> <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> </ul>			
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## Nursery to Reception Progression and Knowledge Organiser – Geography (Understanding the World)

					<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
Curriculum Coverage (Examples)	<i>Map of the school – walk around the school, walk to Newt Pond</i>	<i>Where do they live? Walk in the local area Talk about differences and similarities.</i>	<i>What is there house like? How do they look different to houses around the world?</i>	<i>Farm compared to the town.</i>	<i>Places around the world – Africa linked to music and art</i>	<i>World Map – oceans and countries around the world. Travelling to places</i>
Key Vocabulary	Home, land, sea, beach, cliffs, globe, earth, country, local area, atlas, forest, hill, mountain, jungle, different, similar, physical feature, human feature, What can you observe?, geographer, world, ocean, country, city, town, village, place, map, season, weather					

Progression of Skills						
	Geographical Enquiry	Direction	Maps – drawing, using, knowledge	Place Knowledge	Scale / distance	Human and Physical Geography
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Nursery</div> <div style="margin-bottom: 10px;"></div> <div>Reception</div> </div>	<p>Naming simple features e.g. trees, ground, wall, grass, road</p> <p>Using some descriptive vocabulary to describe features e.g. tall tree, long wall</p> <p>Begin to compare features of different environments e.g. park compared to house</p>	<p>Follow one step positional instructions e.g. stand up, sit down</p> <p>Follow positional instructions e.g. under the table, through the table, stand next to...</p>	<p>Begins to make marks to represent home</p> <p>Begin to make marks to represent buildings, trees roads</p> <p>Begin to make marks to represent journeys</p> <p>Showing an interest in maps e.g. look at atlases, road maps, treasure maps</p> <p>I can explain the difference between land and sea on a map</p> <p>I begin to show an interest in google maps</p>	<p>Make observations about their local environment e.g. park, school, home</p>	<p>I can use words like big and small to describe things around me</p>	<p>I can use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach</p> <p>I can use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station</p>

Nursery to Reception Progression and Knowledge Organiser – Geography (Understanding the World)

			and look at features from a birds eye view			
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