



GEOGRAPHY CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's geographical knowledge, practical skills, subject vocabulary and understanding of places develop from Nursery to Reception at Park Road Academy. It builds on the supplied Geography long-term overview and establishes foundations for Year 1 through familiar places, routes, maps, the natural world and life in different countries.

EYFS curriculum position

Understanding the World and Mathematics

Geography develops primarily through Understanding the World, including People, Culture and Communities and The Natural World. Mathematics supports positional language and routes; Communication and Language strengthens observation and explanation. Children explore through first-hand experiences, play, stories, photographs, simple maps and adult-guided enquiry.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children investigate familiar places and natural materials through purposeful play and sensory exploration.	Places and experiences are revisited so observation, comparison and understanding develop over time.	Adults model geographical language and help children describe, compare and explain what they notice.	Family experiences and different places are valued. Children share through talk, objects and images.

Curriculum strands

Place & Local Area	People & Communities	Maps & Routes	Natural World	Weather & Seasons	Exploration & Care
--------------------	----------------------	---------------	---------------	-------------------	--------------------

Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model new subject language in context and encourage children to describe where they are, what they notice and how places compare.



EYFS Geography Curriculum Map

Themes, geographical opportunities and progression emphasis

How the map should be used

The half-termly themes provide meaningful contexts for geographical learning. Experiences build on the supplied overview and remain flexible for children's interests. Revisit local places, positional language, weather, seasons and care for living things throughout the year.

Nursery

Half term	Theme	Core geography experiences	Progression emphasis	Links to strands
Autumn 1	What makes me special?	Explore home, family and familiar places through Owl Babies and family talk; use the senses to investigate harvest and natural materials; notice similarities and differences.	Naming familiar places; sensory observation; describing people and surroundings.	Place; People; Exploration
Autumn 2	Where do I live? / What is changing around us?	Talk about homes, local surroundings and celebrations; explore family traditions and photographs; notice changes outdoors and how Christmas is celebrated in different places.	Home and community; noticing change; describing experiences and respecting differences.	Place; People; Seasons
Spring 1	Can you tell me a tale?	Explore story settings and familiar routes through small-world play; revisit where we live; use photographs and simple maps to locate China when learning about Lunar New Year.	Describing a route; positional words; knowing that there are different countries.	Maps; Place; People
Spring 2	What do you see on the Farm?	Explore plants, animals and natural materials; grow a bean; observe what living things need; talk about a farm and begin to care for the natural environment.	Close observation; natural features; care for plants, animals and their surroundings.	Natural world; Exploration; Care
Summer 1	Who are our helping heroes?	Talk about community helpers and their workplaces; notice local buildings on a walk; describe a familiar route using in front of, behind, near and next to.	People and places; routes and locations; using positional language without pointing.	People; Place; Maps
Summer 2	Where shall we travel to?	Recall journeys and transport; explore sailing and places around the world through books, photographs and family experiences; say where objects and places are.	Describing journeys; comparing places; naming countries in context; positional language.	Maps; People; Place



Reception Geography Curriculum Map

Themes, geographical opportunities and progression emphasis

Reception progression

Reception develops closer observation, clearer comparison and greater independence with maps and routes. Autumn 1 adds a familiar-place foundation where the supplied map is blank. Themes remain flexible, while the identified knowledge, skills and vocabulary are revisited and developed.

Reception

Half term	Theme	Core geography experiences	Progression emphasis	Links to strands
Autumn 1	Our familiar places	Explore the classroom, school grounds and nearby places; describe features, people and routes; draw or build a simple representation of a familiar space.	Closer observation; naming local features; explaining where things are; early map-making.	Place; Maps; Exploration
Autumn 2	Where will my imagination take me? / What do we celebrate and how?	Use maps linked to stories; compare settings with familiar places; explore celebrations and everyday life in this country and other countries through books and family accounts.	Reading simple maps; comparing places and experiences; respectful discussion.	Maps; People; Place
Spring 1	What happens in our world?	Explore the world around us and a contrasting environment through photographs, stories and non-fiction; compare natural features and revisit weather observations.	Similarities and differences; local and contrasting environments; using evidence to describe.	Natural world; Place; Seasons
Spring 2	How did people from the past get around?	Use simple maps to follow and describe journeys; explore routes connected to transport; draw a route with recognisable features and explain directions to another child.	Drawing information from maps; routes, landmarks and positional vocabulary.	Maps; Place; Exploration
Summer 1	Where do animals live? / Are minibeasts like me? / Are plants alive?	Explore plants and minibeasts in the grounds; observe habitats and compare with a contrasting environment; revisit photographs to describe seasonal change.	Observing habitats; comparing environments; seasonal processes; care for living things.	Natural world; Seasons; Care
Summer 2	Do I want to be a pirate?	Explore contrasting coastal and local environments; create and follow simple treasure maps; describe features and routes using observations, books and maps.	Representing places; explaining comparisons; using maps and geographical language.	Maps; Place; Natural world



EYFS Geography Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

This overview develops the supplied Mathematics and Understanding the World objectives into a Nursery-to-Reception sequence. It supports geographical aspects of People, Culture and Communities and The Natural World. The wider curriculum statements guide teaching and transition rather than forming an additional statutory checklist.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Place & local area	Names familiar places such as home and Nursery. Describes what can be seen, heard or felt nearby.	Describes features of the school and local area using observation, discussion, books and simple maps.	Describes familiar buildings and natural features using observation, discussion, stories, non-fiction and maps.	home, school, local, place, building, feature
People & communities	Knows there are different countries. Talks about places and experiences seen in photographs or shared by families.	Recognises similarities and differences between life here and in other countries using varied examples.	Explains similarities and differences in life between countries using stories, non-fiction and maps when helpful.	country, community, world, same, different, compare
Maps, position & routes	Understands position through words alone. Describes a familiar route using in front of, behind and near.	Draws information from a simple map. Follows and represents routes using familiar features and symbols.	Uses a simple map; represents familiar features and describes where things are along a route.	map, route, near, behind, next to, symbol
Natural world & environments	Uses the senses to explore natural materials. Notices plants, animals and features in familiar surroundings.	Explores the natural world and recognises environments different from the local area. Describes observations.	Compares local and contrasting natural environments using first-hand experience, books and discussion.	plant, animal, habitat, environment, river, coast
Weather & seasons	Notices daily weather and changes outdoors. Describes simple observations through play and conversation.	Observes weather and seasonal changes over time. Compares photographs or simple records.	Describes seasonal changes and their effects on the natural world using repeated observations.	weather, season, rain, wind, warm, cold
Exploration, fieldwork & care	Explores surroundings with support. Begins to respect and care for the natural environment and living things.	Looks closely, asks questions and records observations in drawings, photographs and talk. Explains caring actions.	Shares findings from local exploration and suggests ways to care for places, plants and animals.	observe, explore, notice, record, care, protect
Geographical language & thinking	Uses everyday words for places, position and natural features. Shares an experience or a simple question.	Uses geographical words to describe and compare. Gives a simple reason supported by an observation or source.	Shares ideas about places through talk, play, drawing and maps. Explains comparisons using geographical words.	describe, locate, compare, because, similar, different

Implementation note: Progress is shown through richer observation, clearer descriptions, closer comparisons and growing independence. Revisit real places and varied examples; avoid treating one photograph or family experience as typical of an entire country.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar places, journeys and vocabulary. Value different family experiences and starting points.	2 MODEL THE NEW STEP Model looking closely, describing a route or comparing places; then allow practice through exploration.	3 PLAN FOR PROVISION Offer maps, photographs, natural materials, small-world places and repeated outdoor exploration.
4 ASSESS PROCESS Notice what children observe, describe, compare and explain during play and practical experiences.	5 BUILD LANGUAGE Model precise place, position and environment vocabulary through conversation and shared reading.	6 SUPPORT INDEPENDENCE Use accessible routes, objects and visual prompts so every child can explore and share ideas.

What progression should look like in children's learning

KNOW MORE Recalls more places, features and geographical words.	DO MORE Observes closely and follows or represents routes.	CHOOSE MORE Selects a map, image or object to support an idea.	EXPLAIN MORE Describes a place and gives reasons for comparisons.	IMPROVE MORE Revisits descriptions and maps after closer looking.
---	--	--	---	---

Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children describe where they are, what they notice and how places compare?	PROCESS & OUTCOMES Do maps, photographs and observations show growing detail and understanding?	PROVISION & TEACHING Are local exploration, varied places, vocabulary and caring actions revisited?	TRANSITION Can children observe, describe, compare and use a simple map with growing independence?
--	---	---	--

End-of-Reception readiness for Year 1 Geography

PLACE & LOCAL AREA Describes the immediate environment using observations, stories and simple maps.	PEOPLE & COMMUNITIES Explains some similarities and differences between life here and in other countries.	MAPS & ROUTES Draws information from a simple map and represents a familiar route or place.
NATURAL WORLD Compares local and contrasting environments using experience and shared reading.	WEATHER & SEASONS Describes familiar seasonal changes and their effects on the natural world.	EXPLORATION & CARE Shares observations and explains simple ways to care for places and living things.

Read alongside the Geography long-term overview, EYFS medium-term planning, continuous-provision plan, assessment evidence and whole-school Geography progression. Themes can respond to children's interests while maintaining purposeful progression.