

Geography Progression Grid - Nursery

Objectives for the year Using The EYFS Framework, Development Matters and Twinkl phonics planning, geographical knowledge and understanding for nursery children will be embedded within an inclusive and interactive curriculum that reflects both individual need and skill. Children will explore their natural environment and living things.

In nursery children will begin their journey of learning where they fit into a community and the wider world – this will be built upon in reception.

Minimum learning is highlighted

Minimum vocabulary is in bold

To know that not everyone lives in Batley.	To know that bark is rough and is the “skin” of a tree	To know how to explain something or someone is: near, next to, in front of, behind
To know where they live – Batley or Dewsbury or other local town.	To know that water is a clear liquid that we drink and bathe in	To know what turn means and be able to use it to give a direction turn
To know that there are different countries in the World where people live and that not every country is the same.	To know that grass is green and grows in nature on its own and in peoples gardens and that it can be soft to sit on or rough	To know how to describe Batley – small town, people live there, people work there, people worship their and it has trains and buses and cars
To know the name of a different country.	To know that clay and mud feel both come from the ground but mud is usually darker and clay can orange or grey in colour and to know that clay is usually smoother.	
To know some differences between Batley and the seaside: Differences Batley has no sea but does have a small stream called a beck There is sand next to the sea but none in Batley – this is called a beach People go on holiday to the seaside but not usually to Batley. Similarities Both have shops You can buy ice cream in both People live in both Both have churches Both have cinemas	To know how to describe the material above and that these are all called natural	

Early Learning Goals

- 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
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter