

Geography Progression Grid - Reception

Objectives for the year Using The EYFS Framework, Development Matters and Twinkl phonics planning, geographical knowledge and understanding for reception 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 – the expectations linked to geography for nursery children are below.

Children in reception will repeat, embed and build upon their learning from nursery gaining a deeper understanding of the world and where they are within it

At the end of reception children will be assessed using the EYFS Profile and against the Early Learning Goals

Minimum learning is highlighted

Minimum vocabulary is in bold

To know that not everyone lives in Batley and that some of our relative live in different towns in the same country but some live in different country.	To know that bark is rough and is the “skin” of a tree and that it changes as the tree gets older getting rougher and sometimes the bark can peel off a tree if it is “unwell”	To know how to direct someone by using in front, behind, under and on top
To know that there are different countries in the world where people live and to know some countries that we are linked to eg where their families may have come from or where they have been on holiday	To know that water is a clear liquid that we drink and bathe in but if it is in nature it may not be clean enough to drink To know that when we freeze water we get ice To know that when ice gets warm it melts To know that air will make water go away by drying it	To know how to give directions to get somewhere in the classroom using the above vocabulary
To know where they live in relation to our school – eg “I live in Batley but it is too far to walk so we drive here”	To know that grass is green and grows in nature on its own and in people’s gardens and that it can be soft to sit on or rough. To know that people cut the grass in their garden so it can be used.	To know how to describe a familiar route eg from the classroom to the playground
To know that every country is not the same and to know that some are hot eg Pakistan.	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 how to recognise parts of Batley town – market place, town hall and other landmarks that children suggest
To know some differences between Batley and the seaside: Differences Batley has no sea but does have a small stream called a beck and to know where the beck is (Field trip) There is sand next to the sea but none in Batley – this is called a beach and people sit and play on the beach in the sun and that we need sun cream People go on holiday to the seaside but not usually to Batley. There may be boats at the seaside and that these may be used for fishing or pleasure Similarities Both have shops You can buy ice cream in both People live in both Both have churches Both have cinemas	To know that people use clay to create art but this is not the same for mud	

	To know how to describe the material above and that these are all called natural	
Early Learning Goals		
<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• 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		