

Early Years Progression

for Geographical Skills and Knowledge

The teaching of geographical skills and knowledge begins in Early Years at Swansfield Park Primary School as part of the Understanding the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of geographical development for our youngest learners.



Optimum Learning Point	Becoming a geographer
Pre-School	Explore (through senses of touch, sight and hearing) a range of environments at school, for example wind in the trees, the feeling of grass, differences between inside and outside, what it is like to be beside a building.
Pre-School	Name a range of features within environments and begin to use them within short phrases. For example, tree, grass, path, building, fence, hill leading to “a tall tree”
Preschool	As part of play, name a number of job roles which they have experience of within real life and from stories they read.
Pre-school	In discussion and in games, match ‘same’ and identify ‘different’ within the context of people and their roles within society. For example, matching two nurses, two police officers.
Nursery	Use all senses in ‘hands on exploration’ of a range of environments.
Nursery	Begin to understand the need to respect and care for the natural environment and all living things.
Nursery	Take an interest in and talk about the role of a range of occupations within society
Nursery	Begin to recognise similarities and differences between different roles. For example, a doctor looks after people and a vet looks after animals. A farmer works outside in a field and a shop assistant works inside in a shop.
Nursery	Begin to name different countries of the world.

Early Years Progression

for Geographical Skills and Knowledge

The teaching of geographical skills and knowledge begins in Early Years at Swansfield Park Primary School as part of the Understanding the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of geographical development for our youngest learners.



Nursery	Talk about differences between places that children experience in fiction, non fiction or photographs. For example, it's cold in England and it's hot in Australia, it's busy in town and it's quiet on that beach.
Reception	Show curiosity by exploring, discovering and explaining within the environments around them. For example, "On our way to the post office, we will pass the park and also my Grandma's house"
Reception	Draw information from a simple map. For example, "the lake is next to the forest." "I go past the post office on the way to the park."
Reception	Talk confidently about the roles that people take on in their local community
Reception	When comparing the children's lives in this country to life in other countries, recognise similarities and differences. For example, the clothes people wear, the jobs people do, the food people eat, explored through the fiction and non fiction texts the children experience
Reception	When finding out about other environments around the world, make comparisons with their local environment. For example, it doesn't rain in deserts, it rains more in England. There are lots of different animals and plants in the rainforest compared to Alnwick.