

Bournmoor Primary School Progression Grid Geography

Geographical Skills

ELG/Developing Matters

- Mathematics
- Understanding the World
- People, Culture and Communities
- The Natural World

**These are the prerequisite skills for geography within the national curriculum. The table below contains the most relevant statements from ELG and Development Matters as well as additional geographical skills.*

EYFS

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	Maths	Understanding the World	People, Culture and Communities	The Natural World
Nursery (3 to 4 year olds)	<ul style="list-style-type: none"> • Understand position through words alone with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like “in front of” and “behind” 	<ul style="list-style-type: none"> • Use all of their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about differences they have experienced or seen in photos. 	<p>*There is no specific requirement at this stage but pupils may begin to comment on differences they observe in stories or in their immediate environment.</p>	<p>*There is no specific requirement at this stage but pupils may begin to comment on differences and similarities in their immediate environment, other environments, the seasons or weather.</p>
Beginning of Reception	As above with more confidence and accuracy.	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and other countries. 	<ul style="list-style-type: none"> • Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • Begin to identify some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

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		<ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Begin to explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Adult support and prompting may be required. 	<ul style="list-style-type: none"> • Begin to understand some important processes and changes in the natural world around them, including seasons.
End of Reception	<p>Can use a variety of positional language to describe familiar routes. (They may begin to use some geographical language such as: <i>The forest is behind the road.</i>)</p>	<p>As above with a wider range of geographical vocabulary and more accuracy.</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • 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 seasons.