



<p>Rakegate Progression of Skills and knowledge          Keystage: EYFS          Subject: Geography</p>			
<p><b>National Curriculum</b></p>		<p><b><u>Understanding the World</u></b>          Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	
		<p>Birth to 3 years</p>	<p>Reception</p>
	<p>Locational Knowledge</p>	<ul style="list-style-type: none"> <li>notice detailed features of objects in the environment</li> <li>talk about some of the things observed such as plants, animals, natural and found objects.</li> <li>Notice and talk about how things have changed in the local environment</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>talk about similarities and differences in relation to places, objects, materials and living things.</li> <li>Name and talk about man-made features in the local environment, including shops, houses, streets and parks.</li> <li>Discuss how the local environment has changed over time using photographs and first-hand experience</li> </ul>
	<p>Place Knowledge</p>	<ul style="list-style-type: none"> <li>look closely at similarities and differences, patterns and change</li> <li>talk about places that they have been or seen on photographs.</li> <li>Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>talk about the features of my own immediate environment and how environments might vary from one another.</li> <li>Notice and talk about the different places around the world including oceans and seas.</li> <li>Identify the United Kingdom on a world map or globe</li> <li>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</li> </ul>
	<p>Human and physical Geography</p>	<ul style="list-style-type: none"> <li>look closely at similarities and differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of the environment and explain why some things occur and talk about changes.</li> <li>Record observations about the way the local environment changes throughout the seasons</li> <li></li> </ul>
	<p>Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> <li>playing with small world models such as farm, a garage or a train track, etc.</li> <li>use positional language.</li> <li>Make and use simple maps in their play to represent places and journeys real and imagined</li> </ul>	<ul style="list-style-type: none"> <li>Use everyday language to talk about positions and distance to solve problems</li> <li>describe my relative position such as behind or next to.</li> <li>Take photographs, draw simple maps and collect simple data during fieldwork activities.</li> </ul>



'Working together to achieve our best.'

		<ul style="list-style-type: none"><li>• Talk about how 2 places are the same or different using simple picture maps, photographs and other geographical resources</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Describe how 2 places are the same or different using simple picture maps, photographs, data and other geographical resources</li><li>•</li></ul>