



EYFS to Year One Progression Document: Geography (Kapow)



People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.

Understanding the World – The Natural World

- 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.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<p>Start to understand vocabulary linked to their environment (road, shops, park etc.)</p> <p>Explore familiar environments such as the woodland area, field and playground.</p> <p>Engage in discussions around Christmas and why we celebrate Christmas.</p> <p>Know that we live on earth.</p> <p>Discuss weather changes and temperature.</p>	<p>Identifying land and water on a map or globe.</p> <p>Recognising features on maps (real or imaginary).</p> <p>Creating real or imaginary maps even if features are indistinguishable.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. (Globe and world map are displayed within continuous provision).</p> <p>Making observations about the characteristics of places in the story Anansi.</p> <p>Making observations about the features of places in the story Anansi.</p> <p>Discussing how environments in Anansi are different to the environment they live in.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p>Geographer</p> <p>World</p> <p>Ocean</p> <p>Country</p> <p>City</p> <p>Town</p> <p>Village</p> <p>Place</p> <p>Map</p> <p>Season</p> <p>Weather</p> <p>Snow</p> <p>Cold</p> <p>Wet</p> <p>Warm</p> <p>Dry</p> <p>Hot</p> <p>Sunny</p> <p>Forest</p> <p>Beach</p> <p>Mountain</p> <p>Planet</p> <p>Space</p> <p>Earth</p>	<p>Know the map is a picture of a place.</p> <p>Know that water is usually represented as blue on a map.</p> <p>Know the terms sea, river and pond.</p> <p>Know the different features of a map including water, land, road and a familiar building.</p> <p>Know the name of the town where they attend school.</p> <p>Know the country that we live in.</p> <p>Know the seasons; spring, summer, autumn, winter and these are marked by certain weather conditions.</p> <p>Know the different weather types: snow, cold, wet, warm, dry, hot, sunny.</p> <p>Know 2 differences and similarities between my country and Ghana.</p>	<p>What Is It Like Here?</p> <p>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</p> <p>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</p> <p>Recognise four features in the school grounds using a map.</p> <p>Draw a design to improve three areas of the playground using the results from the survey.</p> <p>What Is the Weather Like in The UK?</p> <p>Name and locate the four countries on a map of the UK.</p> <p>Identify the country they live in.</p> <p>Identify the four seasons and the current season and describe some seasonal changes.</p>

	<p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p>			<p>Identify the four compass directions.</p> <p>Identify that the arrow on a compass always shows north.</p> <p>Use the compass directions to describe the location of features.</p> <p>Observe and describe daily weather patterns.</p> <p>What is it like to live in Shanghai?</p> <p>Give examples of human and physical features.</p> <p>Identify features they see on a walk.</p> <p>Explain the location of features using some directional language.</p> <p>Use an aerial photograph to locate physical and human features.</p> <p>Draw compass points.</p> <p>Name the continent they live in.</p> <p>Use an atlas to locate the UK and China on a world map.</p> <p>Use an atlas to locate Europe and Asia on a world map.</p> <p>Identify China's physical and human geography.</p> <p>Identify physical and human features in images of Shanghai.</p> <p>Compare Shanghai to their locality.</p>
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In Reception, children begin to explore and make sense of their immediate environment, focusing on familiar places such as the school, local parks, and nearby shops. This early geographical understanding provides a foundation for the broader, more global focus introduced in Year 1. Key concepts from Reception are revisited and further developed across the Year 1 curriculum.

Through structured storytelling—such as the story of *Anansi*—Reception children are introduced to Ghana, learning to name, locate, and describe the country. This early exposure supports Year 1 geography, where children progress to identifying the United Kingdom and the continents of the world. The provision of a globe in the classroom helps children develop an understanding of land and oceans.

Activities in Reception also encourage children to engage with both fictional and real maps within familiar contexts. They are given opportunities to explore the natural environment, observe seasonal and weather changes over time, and begin to discover different landscapes and cultures—laying the groundwork for deeper geographical learning in Key Stage 1.