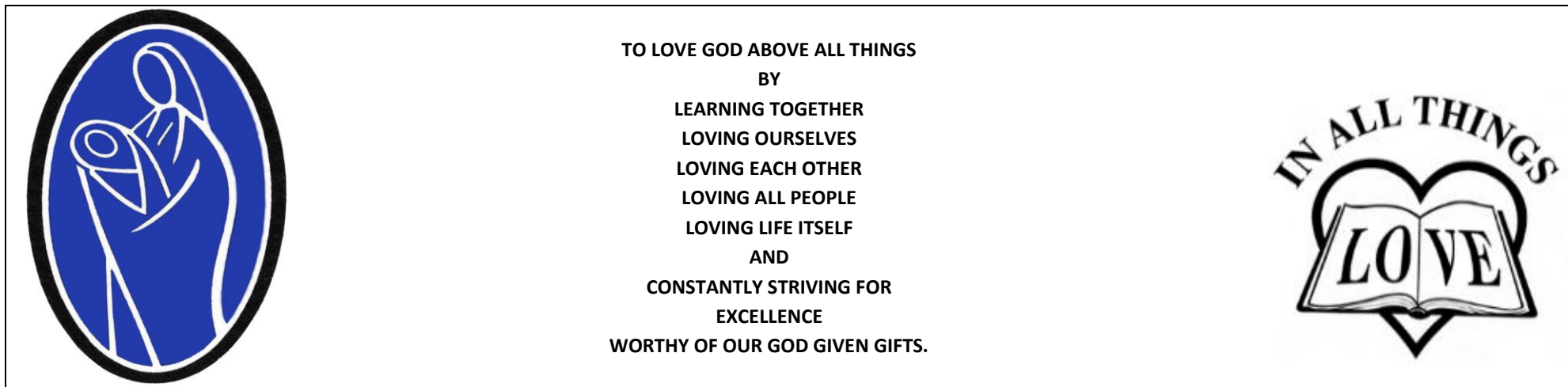




Reception Geography Teaching and Progression

This document expands the Reception foundations in the whole-school Geography curriculum grid. It follows the school's contexts through the year and supports learning through Understanding the World, exploration of the local environment, outdoor learning, stories, discussion and play-based experiences. Activities are planned opportunities that teachers adapt to children's interests and starting points.

ELG links show contributions towards end-of-Reception expectations, particularly within Understanding the World, as children explore places, environments, maps, weather, seasons and similarities and differences between communities and the wider world.

Key Knowledge	Key Skills
Homes, schools and communities have features that help us describe and identify places.	Observe and talk about features of familiar places and environments.
Maps, photographs and globes can represent real places.	Use simple maps, photographs and globes to explore places.
Places can be described using positional and directional language.	Use positional language and follow or describe simple routes.
Different environments have different features, including natural and built features.	Compare familiar and contrasting environments.
Food comes from different places, including farms, and reaches people through simple processes.	Ask questions, make observations and describe changes in the environment.
Land, sea and coastal environments are different and should be cared for.	Explain simple ways to care for places and living things.

Unit	Birth to 5 Matters links	Key geography teaching points and vocabulary	Activities and children's choices Continuous Provision and teacher-led	Progression and ELG links
Autumn 1 My Home	Range 5 — The world Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Range 6 — The world Talks about the features of their own immediate environment and how environments might vary from one another	Know that a home is a place where people live and that homes can look different. Name visible features of homes and their surroundings, such as a door, window, road, path and garden. Use near, next to and behind to describe positions. Begin to recognise that a picture or simple map can represent a real place. Vocabulary: home, house, flat, road, path, near, next to.	Explore photographs of different local homes and describe features. Build a home and its surroundings using small-world materials. Choose where to position a path, tree or neighbouring building and explain the arrangement. Match photographs of familiar places to an adult-made picture map. Describe something noticed on the journey to school.	Begin with direct experience of familiar places. Move from naming individual objects towards describing features and where they are. Match a simple representation to a place they recognise, with adult support.
Autumn 2 My Family NPP—We are all different	Range 5 — People and communities Begins to compare their own experiences with those of others Range 6 — People and communities Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Know that families are different and can have people and places that are important to them. Describe familiar community places and why people use them. Compare particular examples of homes, journeys or everyday life, noticing similarities as well as differences. Begin to understand that families may have connections with places beyond the local area. Vocabulary: family, community, place, journey, same, different.	Use books, photographs and children's chosen contributions to discuss families and places that matter to them. Create a small-world community with homes and places to visit. Use an adult-led globe or map to locate a place connected with a shared book or family experience. Compare two specific examples of everyday life in different countries; children choose what they notice or want to ask about.	Extend awareness from their own home towards other people and places. Develop respectful comparisons and recognise shared experiences. Begin to connect places with the people who live in or use them.

Unit	Birth to 5 Matters links	Key geography teaching points and vocabulary	Activities and children's choices Continuous Provision and teacher-led	Progression and ELG links
Spring 1 My School	Range 6 — The world Talks about the features of their own immediate environment and how environments might vary from one another Range 6 — Mathematics: Spatial Reasoning Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints May enjoy making simple maps of familiar and imaginative environments, with landmarks	Know the school's name and that it is in Harborne, Birmingham. Identify school buildings, paths, playground and planted areas and describe their uses. Learn that a map shows where features are in relation to one another. Follow a short route using landmarks and positional language. Vocabulary: school, playground, building, route, map, beside, between.	Take an observation walk around the grounds. Use photographs and a simple map to find familiar features. Follow a short route and explain where to go next. Choose important features for a model or drawn map of part of the school. Test whether someone else can use it, then add or reposition a feature. Choose a place to observe again for seasonal changes.	Build on matching home photographs to a map. Use a map to find places and follow a route, then represent a familiar place themselves. Give more precise descriptions and check a representation against what they observe. ELG — People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Spring 2 Food NPP—Farm	Range 5 — People and communities Shows interest in different occupations and ways of life indoors and outdoors Range 5 — The world Developing an understanding of growth, decay and changes over time Range 6 — The world Makes observations of animals and plants and explains why some things occur, and talks about changes	Know that food comes from plants or animals and that farms produce many foods. Identify features such as fields, growing areas, barns and tracks. Compare a farm with the school environment. Begin to connect where a food is produced with how it reaches a shop or home. Vocabulary: farm, field, grow, crop, farmer, shop, transport.	Explore a real farm through photographs, books or video and compare visible features with the school grounds. Plant an edible crop and choose how to record its changes through drawings, photographs or adult-scribed observations. Sequence a simple example, such as carrots growing in a field, being harvested and reaching a shop. Build a farm and explain where features belong.	Extend comparisons from familiar community places to an environment with a different purpose. Begin to explain simple connections between places and people's work. Revisit observations over time and use them to describe change. ELG — The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.

Unit	Birth to 5 Matters links	Key geography teaching points and vocabulary	Activities and children's choices Continuous Provision and teacher-led	Progression and ELG links
Summer 1 Environments NPP—Seaside	Range 6 — The world Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Range 6 — Mathematics: Spatial Reasoning May enjoy making simple maps of familiar and imaginative environments, with landmarks	Recognise the seaside as a place where land meets the sea. Identify features in selected examples, such as a beach, sand or pebbles, cliffs, paths and buildings. Compare these with the school's locality. Begin to distinguish natural features from those people have made. Know that seashores differ and can be used for different activities. Vocabulary: seaside, coast, beach, cliff, sea, natural, built.	Investigate photographs or video of a named seaside place, locating it with adult help on a map. Explore sand, pebbles and shells and describe their properties. Compare coastal features with photographs of Harborne. Choose features for a small-world seaside and represent a simple route through it. Explain choices about where to place buildings, paths and natural features.	Use local observations as a reference when comparing a less familiar place. Describe specific similarities and differences and begin to group features meaningfully. Apply map and route experiences to a new setting. ELG — 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.
Summer 2 Land and Sea NPP—Under the Sea	Range 5 — The world Shows care and concern for living things and the environment Range 6 — The world Knows about similarities and differences in relation to places, objects, materials and living things Becoming familiar with a range of ways to record their findings as they share ideas and explanations with others	Identify land and large areas of water on a globe or world map. Know that the sea extends beyond the beach and provides a home for living things. Compare the local environment, the coast and an underwater environment. Explain simple ways people can care for these places, including keeping litter out of water. Vocabulary: land, sea, ocean, globe, environment, coast, litter.	Use a globe and photographs to explore land and sea. Revisit the seaside model and extend it to show an underwater environment, choosing appropriate features and living things. Sort and discuss images of land, coast and underwater places. Use books or video to answer children's questions. Choose a practical action to care for the school environment and explain how caring for places helps living things.	Connect learning about home, school, farms and the seaside within a wider view of the world. Use observations and information from pictures or maps to explain comparisons. Give simple reasons for environmental care and communicate what they have found out. ELG — 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.

Unit	Birth to 5 Matters links	Key geography teaching points and vocabulary	Activities and children's choices Continuous Provision and teacher-led	Progression and ELG links
Spring and summer Revisiting My Family NPP—We are all different	Range 6 — People and communities Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions ELG — People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Revisit similarities and differences between families and communities through familiar stories, photographs and experiences, including relevant RE learning. Compare particular examples of everyday life in this country and another country. Describe both shared experiences and differences. Vocabulary: community, culture, country, same, different.	Return to books, photographs and children's chosen contributions from My Family. Discuss religious and cultural traditions encountered in class or through children's experiences. Revisit the two examples of everyday life in different countries, using an adult-supported map where helpful. Children choose what to compare and explain what they notice.	Build on autumn descriptions of families and familiar places. Use remembered experiences and information from texts to explain similarities and differences more clearly and respectfully, with increasing independence. ELG — People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Learning revisited throughout the year

Observe weather and revisit the same outdoor places across autumn, winter, spring and summer. Notice changes in leaves, growth and ground conditions; compare observations using photographs, drawings and talk. Describe what the weather is like today without assuming every day in a season is the same. Revisit simple maps, positional language, geographical questions and caring for places throughout provision.

Birth to 5 Matters — The world: Range 5: Developing an understanding of growth, decay and changes over time. Range 6: Looks closely at similarities, differences, patterns and change in nature. Makes observations of animals and plants and explains why some things occur, and talks about changes.

ELG — The Natural World, revisited in spring and summer

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Seasonal observation contributes to this goal alongside wider Understanding the World learning.

Supporting ELG — Listening, Attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.

Supporting ELG — Past and Present

Talk about the lives of the people around them and their roles in society.

Progression across Reception

Across Reception, children develop their understanding of places through observation, exploration, discussion and play. My Home and My Family begin with familiar experiences, helping children describe places and people that matter to them and recognise similarities and differences. My School builds on this by developing closer observation, positional language and the use of simple maps to locate features and follow routes.

Food and Farm extend children's understanding to a different environment, introducing connections between growing food, people's work and everyday life. Seaside and Land and Sea broaden their awareness further, enabling them to compare environments, recognise natural and built features and explain simple ways to care for places. Weather and seasonal observations continue throughout the year. With repeated experiences and appropriate support, children move from naming familiar features towards making comparisons, asking questions and using observations, photographs and maps to explain what they know.

Progression and the link to Year 1

Children develop from naming features of familiar places towards describing locations, using simple representations, comparing environments and explaining connections. Repeated experiences and responsive teaching support different starting points; the half-terms sequence the curriculum rather than setting fixed developmental deadlines. Seasonal observation prepares children for Year 1 Weather; school maps and local exploration prepare them for Local Geography; coastal comparisons and environmental care prepare them for Ocean Guardians.