



BRAMPTON 'THE ELLIS'  
C OF E AIDED PRIMARY SCHOOL

Curriculum Progression Map

**Geography EYFS**

Within our early year settings, we aim to guide the development of children’s capabilities with a view to ensure children in our care complete the Early Years Foundation Stage ready to benefit fully from the opportunities ahead of them. We promote the learning and development of all children in our care to ensure they are ready for Year 1 and beyond.

FS1 coverage:

<p><b>Topic aspects</b> Tasting and exploring different foods</p> <p><b>History aspects</b> What do we look like and how are we different to others?</p> <p><b>Geography aspect</b> Autumn</p> <p><b>Science aspect</b> The 5 sense – smell, taste, touch, hear, see Baking</p>	<p><b>Topic aspects</b> Comparing differences and similarities.</p> <p><b>History aspects</b> Celebrations – family Celebrating being different</p> <p><b>Geography aspect</b> Winter</p> <p><b>Science aspect</b> Materials – changes Baking</p>	<p><b>Topic aspects</b> Information we already know about dinosaurs and things we want to find out.</p> <p><b>History aspects</b> The ice age Dinosaurs Past and present in own life</p> <p><b>Geography aspect</b> Looking and exploring maps</p> <p><b>Science aspect</b> Changes in materials – ice Floating and sinking Baking</p>	<p><b>Topic aspects</b> Explore traditional tails</p> <p><b>History aspects</b> People who help us – how and why – From a baby to now and in the future</p> <p><b>Geography aspect</b> The world – how we can look after it – energy saving, recycling etc.</p> <p><b>Science aspect</b> Baking Magnets Transport forces</p>	<p><b>Topic aspects</b> How do we help things grow?</p> <p><b>History aspects</b> How can we look after the world now?</p> <p><b>Geography aspect</b> Looking after our outside environment Comparing different places we know – holidays and places of interest</p> <p><b>Science aspect</b> Changes in a plant Planting Baking</p>	<p><b>Topic aspects</b> Insects</p> <p><b>History aspects</b> How can we look after the world now and what is in it?</p> <p><b>Geography aspect</b> Looking after our outside environment</p> <p><b>Science aspect</b> Life cycle of a butterfly Baking</p>
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**FS2 coverage:**

<p><b>Topic aspects</b> Ourselves and our families – how we are different. How it is good to be different. Emotions – How we are feeling, looking at our emotions. What makes us special</p> <p><b>History aspects</b> Family history</p> <p><b>Geography aspect</b> Where we live</p> <p><b>Science aspect</b> Harvest festival</p>	<p><b>Topic aspects</b> Maps – Compare/contrast-countries, weather, culture, food, experiences, languages</p> <p><b>Geography aspect</b> local environment, Around the world.</p> <p><b>Science aspect</b> Weather, seasons, climate change Looking after our community Floating and sinking Best materials to build a boat Navigation map skills – link to P.E and computing</p>	<p><b>Topic aspects</b> People who help us –How we have helped and how others help us.</p> <p>Supporting a local charity – how we can help others.</p> <p>Compare/contrast-emergency services</p> <p><b>History aspects</b> Our past experiences</p> <p><b>Geography aspect</b> Compare/contrast-community and home Communication – letter, email, telephone, text</p> <p><b>Science aspect</b> Looking after ourselves - wellbeing <b>(PSHE links)</b> Recycling – how we can look after the world.</p>	<p><b>Topic aspects</b> Being healthy/looking after ourselves <b>(PSHE links)</b> Planting vegetables and fruit</p> <p>Pictograph of favourite fruits</p> <p><b>History aspects</b> How food changes us – balanced diet, being active, being happy</p> <p><b>Geography aspect</b> Foods from around the world</p> <p><b>Science aspect</b> Being healthy/looking after ourselves <b>(PSHE links)</b> Healthy food Senses – taste, smell, look, feel</p>	<p><b>Topic aspects</b> Human development Life cycles</p> <p><b>History aspects</b> Baby photographs</p> <p><b>Geography aspect</b> Planting Life cycles of a plant What do we need to grow?</p> <p><b>Science aspect</b> Planting vegetables and fruit Tasting different foods Diary of a bean Life cycle of a butterfly Human development</p>	<p><b>Topic aspects</b> Animal patterns, textures</p> <p><b>Geography aspect</b> Different animals in different countries</p> <p><b>Science aspect</b> How farm animals help us Fact files Visit from animals Sea creatures-water exploration Conservation Global awareness of the impact on the environment</p>
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Here are the Early Learning Goals which will support this area of the National Curriculum.

**Communication and Language**

ELG: Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development**

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

## **Physical Development**

ELG: Fine Motor Skills Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery;

## **Literacy**

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **Understanding the World**

ELG: Past and Present Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- 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 life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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 the seasons and changing states of matter.

### **Expressive Arts and Design**

ELG: Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;