

Progress model (skills that build in challenge) with a scaffold of opportunities. EYFS Geographers should be exposed to :	What EYFS Geographers need to know:	How can the children show they are Geographers?
Geographical enquiry:	<ul style="list-style-type: none"> • How to frame enquiry based questions with How, What, Where, When, Why, Where? • How to access answers to the questions. • Ways of annotating /marking, maps and plans. • Language related maps, atlases, globes. • What certain pieces of equipment are used for : (tape measures, compasses, trundle wheels). 	<ul style="list-style-type: none"> • Ask enquiry based questions. • Use geographical directional, locational language and give directions. • Attempt to use and draw maps. • Explain the use of maps and atlases. • Name geographical equipment. • Explain what artefacts tell us.
Place Knowledge: local/global, different countries, contrasting environments.	<ul style="list-style-type: none"> • That different places may have different climates and weather. • That school, transport and homes may vary around the world. • That artefacts, books, clips and the experiences of others can inform our knowledge of places. • The similarities our country has with others. 	<ul style="list-style-type: none"> • Discuss personal experiences of other places in the world. • Talk about different types of weather. • Explain how homes, schools and transport may differ in other countries. • Recognise that countries are similar in many ways.
Simple map work: plans, aerial photographs, trails, routes.	<ul style="list-style-type: none"> • Human and physical features in the immediate environment. • What maps, aerial image photographs and plans show. • Locational and directional language. 	<ul style="list-style-type: none"> • Use geographical human and physical vocabulary to describe the immediate environment. • Attempt to interpret maps, plans and aerial photographs. • Explain how to get to places in the school grounds using directional and locational language.
Occupations :	<ul style="list-style-type: none"> • Know a range of jobs done by both men and women. • Know about stereotypes. • How to be aspirational. 	<ul style="list-style-type: none"> • Recount jobs done by different people. • Explain how anyone can do any job. • Talk about their aspirations.
Diversity and Celebrations.	<ul style="list-style-type: none"> • What makes Britain a diverse modern country. • How communities celebrate both culturally and in religious ceremonies. 	<ul style="list-style-type: none"> • Recount events and why they are celebrated. • Recall what might be similar in communities. • Explain the significance of local places and people by visiting memorials in the local town, park and places of worship.
Geographical vocabulary associated with all of the areas above.	<ul style="list-style-type: none"> • Human and physical terms. • Directional language. • Locational language • Language associated with family groups and communities. • Language associated with events and places. • Language associated with maps and atlases. 	<ul style="list-style-type: none"> • Use geographical language accurately. • Explain the use of maps and atlases. • Use a range of language associated with events and places studied.