

Yearly Knowledge and Skills Progression
Subject: Geography **We follow the KAPOW Curriculum for Geography**
Year group: Nursery

The EYFS framework is structured very differently to the National Curriculum, as it is organised across 7 areas of learning rather than subject areas. Each area is split into 17 aspects, all which are interwoven. The most relevant for geography are taken from the following areas of learning:

-Communication and language -Personal Social Emotional Development -Understanding the World

We have identified 3 BIG IDEAS that run through our geography curriculum. These are evident threads that run through the year group

1. Space and Place, 2. Scale 3. Environment and Sustainability

Kapow Units Across the Year

The Nursery year to provide the foundations for the 3 Reception units:

Exploring maps



Outdoor adventures



Around the world



It will introduce the children to some of the key concepts and vocabulary that will be covered in these three units so that the children having a solid grounding with which to build upon, embed learning and offer repeated practise of key vocabulary throughout the Reception year.

The units do not need to be taught in order but the foundations content will be covered throughout the year as appropriate e.g. linked to the seasons.

Foundations of Exploring maps



Knowledge:

Understanding the World - Development Matters (3-4-Year Olds)

- To talk about what they see, using a wide vocabulary

Mathematics - Development Matters (3-4 Year Olds)

- To describe a familiar route
- To discuss routes and locations, using words like 'in front of' and 'behind'

Ideas for activities/ Enhanced provision:

- Use of maps, leaflets and globes in role play area
- Take photos of features of school grounds when out on walks to display/ discuss in classroom
- Collect natural objects from the school grounds when out on walks to display in the classroom and prompt discussion about the school environment
- Role play of familiar places in the local area – school, home, doctors, shops etc.
- Small world play – towns, parks, schools etc.
- Varied construction to make models of the local area e.g. the town where they live, their local park, their school
- Photos of different types of buildings/ houses/ flats etc to prompt children to make models using different resources e.g. construction/ junk box modelling
- Local area walk to the train station – talk about what they see on the way and mark making/ drawing pictures of their walk when they return (simple picture maps)

Skills:

- To explore globes and simple maps and talk about what they can see.
- To talk about what they can see in the world around them: school grounds/ local area.
- To explore geographical vocabulary through small world play
- To use vocabulary to describe what they see, hear and feel outside

Foundations of Kapow Reception skills:

- To know that a map is a picture of a place.
- To know that a place and its features can be represented in a picture.

Foundations of Outdoor adventures



Knowledge:

Understanding the World - Development Matters (3-4-Year Olds)

- To use all their senses in hands-on exploration of natural materials.
- To explore collections of materials with similar and/or different properties.
- To talk about what they see, using a wide vocabulary.
- To understand the need to respect and care for the natural environment and all living things.

Foundations of Kapow Reception knowledge:

- To begin to know some of the key characteristics of each season.

Ideas for activities/ Enhanced provision:

- Collect natural objects when out on walks around the school grounds throughout the year. Display in the classroom to prompt discussion.
- Provide mixed media – crayons, pencils, paints etc to draw what they see in the outdoor area/ around the school.
- Create opportunities to explore the different types of weather through independent play and exploration. (Use Reception Kapow Unit for ideas – choose more basic activities and ensure Reception are following on from this)
- Use the senses to explore the natural environment through different activities. (Use Reception Kapow Unit for ideas – choose more basic activities and ensure Reception are following on from this)
- Create opportunities to explore the different seasons through independent play and exploration. (Use Reception Kapow Unit for ideas – choose more basic activities and ensure Reception are following on from this)
- Talk about what the children wear through the year and how this changes depending upon the season/ weather. Encourage discussion and use of seasonal/ weather vocabulary.

Skills:

- To understand that there are different seasons in the year and talk about the effect this has on the world around them by noticing changes.
- To use all their senses in hands on exploration of natural materials.
- To use vocabulary to say what they see, hear and feel outside.
- To begin to ask basic 'naming' questions* about concrete observable features in the immediate environment. E.g. What is this?

Foundations of Kapow Reception skills:

- To begin to use the names of the seasons in the correct context.
- To observe weather across the seasons.

Foundations of Around the World



Knowledge:

Understanding the World - Development Matters (3-4-Year Olds)

- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- To continue to develop positive attitudes about the differences between people
- To talk about the differences they have experienced or seen in photos/books

Personal, social and emotional development - Development Matters (3-4 Year Olds)

- To develop their sense of responsibility and membership of a community.

Foundations of Kapow Reception knowledge:

- To know the name of their school and the place that they live.

Ideas for activities/ Enhanced provision:

- Discussion with the children about their school (Holmesdale) and that we are close to Reigate. Talk about what they like about their school/ local area.
- Talk about things they like to do near to home.
- Talk about how they need to look after their environment – tidy away, pick up litter, care for equipment, water plants, create bug hotels and put logs back when in the woodland etc.
- Talk about where they have been on holiday. Share photos of their holidays and talk about how it was different to home.
- Role play and EAD experiences for example: Chinese New Year/Safari/Polar Regions role play
- Role play – airport/ train station. Pretend to ‘pack for a journey’ and think about what you will take if you are going somewhere that will be hot or cold.
- Share stories that are set in other countries and talk about what is the same and what is different.
- Share stories about desert and polar environments and talk about the animals that live there and why. Create polar landscapes using different materials.

Skills:

- To explore globes and simple maps and talk about what they can see.
- To experience different cultures through role play
- To talk about what they can see in the world around them: school grounds/ local area.

Foundations of Kapow Reception skills:

- To know that a map is a picture of a place.

Vocabulary:

Autumn term: Topics: Seasons- Autumn and Winter, Polar regions- Arctic and Antarctic

Autumn	acorns	conkers	leaves	seasons
Winter	weather	hot	cold	penguins
countries	polar	ice	freezing	polar bears
notice	feel	see/ look	smell	taste

Spring term: Topics: Seasons- Spring, Africa, African animals, journeys

Spring	Chinese New Year	globe	way of life	
Africa	hot	desert	savannah	jungle
safari	water fall	country	African animals	
journey	route	direction	map	in front of/ behind/ near/ far/ next to etc.
path	road	station	car park	building
house	school	Reigate		
notice	feel	see/ look	smell	taste

Summer term: Topics: Seasons- Summer, dinosaurs, pirates

Summer	seaside	warm	hot	holiday
beach	sand	waves	sea	cliff
pier	rocks	island	map	
notice	feel	see/ look	smell	taste

Enrichment:

Art workshop – Africa and African animals

Different role plays to accompany different topics

Extra enrichment for example growing dinosaur eggs, planting seeds and caring for them, baking, caterpillars etc

Local links/ Fieldwork:

- Each term: Use of outdoor area/ pond/ woodland to explore their immediate environment
- Spring/ Summer - Local area visit: Walk to Reigate train station

British Values/SMSC

- Encourage children to respect the culture and beliefs of others.
- Encourage children to listen to and respect other people's opinions and values.

End points – by the end of the year pupils should be able to:

- I can use all my senses in hands-on exploration of natural materials.
- I am beginning to understand the need to respect and care for the natural environment and all living things.
- I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos.

(Development Matters)