

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

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

Autumn Term

Exploring Maps



6 sessions

Exploring maps through discussion, story-telling, games and creative activity.

Spring Term

Outdoor Adventures



7 sessions

(including Reception sustainability lesson)

Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.

Summer Term

Around the World



6 sessions

Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.

Autumn Term Exploring Maps



Key Knowledge gained:

Locational knowledge:

To know:

- That water is usually represented in blue on a map or globe
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).

Human and physical geography

To know:

- Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).

Geographical skills and fieldwork

To know:

- A map is a picture of a place.
- That a place and its features can be represented in a picture.
- Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).

Key Geographical Skills developed:

- Identifying land and water on a map or globe.
- Recognising features on maps (real or imaginary).
- Beginning to use modelled directional vocabulary when describing features in the surrounding environment.
- Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.
- Discussing how environments in stories and images are different to the environment they live in.
- Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

Key Fieldwork skills developed:

- Creating real or imaginary maps even if features are indistinguishable.
- Making observations about the characteristics and features of places (in stories, photographs or in the school grounds/local area).
- Answering simple 'naming' and 'describing' questions, guided by the teacher.
- Ask basic 'naming' questions and 'describing' questions about the immediate environment/ world around them.*
- Commenting on the features they see in their school and school grounds on a walk around the respective places, using some geographical vocabulary accurately.
- Representing some of the features they notice in their school and school grounds.

Key vocabulary to be grasped:

<i>aerial</i>	<i>bird's eye view</i>	<i>above</i>	<i>map</i>	<i>feature</i>
<i>route</i>	<i>identify</i>	<i>look</i>	<i>search</i>	<i>photograph</i>
<i>direction</i>	<i>journey</i>	<i>town</i>	<i>village</i>	<i>Reigate</i>

**Naming – Most basic level of questioning about concrete, observable things in the immediate environment e.g. What is that?*

Describing – Questions that ask for more detail about something or about something the child cannot see. E.g. How are these different? What's happened? Where is it? What size is it? How far away is . . ?Etc. (Based on Blanks 4 Levels of Questioning)

Other vocabulary:

Car park building field house lake river
road park path find pirate treasure

Fieldwork vocabulary: route identify look search photograph

Fieldwork sessions (Lesson 4 and 6):

- To describe a journey using found objects as prompts. (Lesson 4)
- To apply their knowledge of maps to make their own. (Lesson 6)

Local links/ enrichment:

- **Lesson 4: Fieldwork in the school grounds – woodland**
- **Lesson 6: Walk in the local area??**

Unit Outcomes

EYFS outcomes

Development matters

- To draw information from a simple map.
- To explore the natural world around them.
- To use vocabulary to describe what they see, hear and feel whilst outside.
- To recognise some environments that are different from the one in which they live.
- To understand that some places are special to members of their community.

Early learning goals

ELG: Understanding the World – People, Culture and Communities

- To use vocabulary to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Understanding the World – The Natural World

- To 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.

Spring Term Outdoor Adventures



Key Knowledge gained:

Human and physical geography

To know:

- Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- That the terms Spring, Summer, Autumn and Winter are used to describe the season.
- Some of the key characteristics of each season.
- That there are four seasons in a year marked by certain weather conditions.

Geographical skills and fieldwork

- That a place and its features can be represented in a picture.

Key Geographical Skills developed:

- Discussing how environments in stories and images are different to the environment they live in.
- Beginning to use the names of the seasons in the correct context.
- Observing weather across the seasons.
- Observing and discussing the effect the changing seasons have on the world around them.

Key Fieldwork skills developed:

- Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- Answering simple 'naming' and 'describing' questions, guided by the teacher.
- Ask basic 'naming' questions and 'describing' questions about the immediate environment/ world around them.*
- Commenting on the features they see in their school and school grounds on a walk around the respective places, using some geographical vocabulary accurately.
- Making observations about the features of places (in stories, photographs or in the school grounds/local area).
- Representing some of the features they notice in their school and school grounds.

Key vocabulary to be grasped:

<i>spring</i>	<i>summer</i>	<i>autumn</i>	<i>winter</i>	<i>observe</i>
<i>notice</i>	<i>feel</i>	<i>see</i>	<i>look</i>	<i>touch</i>
<i>seed</i>	<i>acorn</i>	<i>freezing</i>	<i>frosty</i>	<i>hot</i>
<i>hard</i>	<i>soft</i>	<i>rough</i>	<i>spiky</i>	<i>smell</i>
<i>rain</i>	<i>snow</i>	<i>bright</i>	<i>dark</i>	<i>seasons</i>
<i>dry</i>	<i>wet</i>	<i>big</i>	<i>small</i>	<i>conkers</i>
<i>flower</i>	<i>leaf</i>	<i>long</i>	<i>short</i>	

Other vocabulary:

bark straight bent colour feather twig
loud sour sweet sun sunny gentle tickly

Fieldwork vocabulary:

- sound
- notice
- Feel
- see
- observe
- smell

Fieldwork sessions (Lesson 1):

- To use the senses to explore natural materials.

Local links/ enrichment:

- Walk in the school grounds/ woodland to collect natural objects.

Fieldwork sessions (Lesson 2):

- To make observations of natural materials in the world around them.

Local links/ enrichment:

- Walk in the school grounds/ woodland to look for signs of the season and collect some natural seasonal objects to take back to the classroom.

Fieldwork sessions (Lesson 3):

- To describe the effects of different weather conditions.

Local links/ enrichment:

- Use of the outdoor area to explore the different types of weather through independent play and exploration. (Repeat on different days with different weather conditions)

Fieldwork sessions (Lesson 4):

- To use the senses to observe and talk about experiences whilst outside.

Local links/ enrichment:

- Use of the outdoor area to use their senses to explore the natural environment through different activities. (Continue over several weeks focusing on the different senses)

Fieldwork sessions (Lesson 5):

- To begin to notice some of the features of the changing seasons.

Local links/ enrichment:

- Use of the outdoor area/ school grounds/ woodland to explore the different seasons through independent play and exploration. (Repeat throughout the year focusing on the different seasons)

Sustainability Lesson:

- To understand how to help local animals by making places for them to live.

Key Vocabulary:

alive home non-living notice observe sort

Other vocabulary:

habitats materials environment

Unit Outcomes

EYFS outcomes

Development matters

- To explore the natural world around them.
- To use vocabulary to describe what they see, hear and feel whilst outside.
- To understand the effect of changing seasons on the natural world around them.

Early learning goals

ELG: Understanding the World – People, Culture and Communities

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

ELG: Understanding the World – The Natural World

- To explore the natural world around them, making observations and drawing pictures of animals and plants.
- To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Summer Term Around the World



Key Knowledge gained:

Locational knowledge

To know:

- That usually water is represented in blue on a map or globe.
- The name of their school and the place where they live.
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).

Place Knowledge

To know:

- That places within this country can differ from each other.
- That there are differences between places in this country and places in other countries.

Geographical skills and fieldwork

To know:

- That a map is a picture of a place.
- Some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).

Key Geographical Skills developed:

- Identifying land and water on a map or globe.
- Discussing how environments in stories and images are different to the environment they live in.
- Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.
- Recognising features on maps (real or imaginary).

Key Fieldwork skills developed:

- Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.
- Answering simple 'naming' and 'describing' questions, guided by the teacher.

Key vocabulary to be grasped:

beach	desert	forest	hill	mountain
building	river	pond	land	scientists
city	village	countryside	farm	field
weather	map	travel	rainforest	waterfall
explorer	palm tree	cactus	sand dune	storm
ice	polar	snow	blizzard	Snowstorm
Arctic	Antarctic	culture	traditions	country
continent				

Other vocabulary:

roundabout playground church bus stop
cottage flats lamp post post box tractor
camel postcard North Pole South Pole

Fieldwork vocabulary:**Fieldwork sessions (Lesson 1):**

- To compare the local environment to other places around the world.

Local links/ enrichment:

- Walk in the local area to take photos of the features they observe.

Unit Outcomes**EYFS outcomes****Development matters**

- To recognise some environments that are different from the one in which they live.
- To recognise some similarities and differences between life in this country and life in other countries.
- To draw information from a simple map.

See [Development Matters \(non-statutory curriculum guidance\)](#).

Early learning goals**ELG: Understanding the World – People, Culture and Communities**

- To use vocabulary to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- To 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.
- To 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: Understanding the World – The Natural World

- To 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.

British Values/SMSC

- To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- To encourage respect for other people
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- To develop an acceptance that other people have different faiths or beliefs to oneself (or having none) and they should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

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

- I can use new vocabulary to describe my immediate environment using what I find out from making observations and discussion with others.
- I can use new vocabulary to discuss what I have learnt about my environment and life in other countries from stories, non-fiction texts and maps.
- I can explain what is the same and different between life in this country and life in other countries.
- I know some things that are the same and different between the natural world around me and other environments. I use my own experience and what has been read in class to help me talk about what is the same and different.
- I can understand some important processes and changes in the natural world around me. For example, I can understand and talk about how the seasons change through the year, or talk about what happens and why things melt or freeze.