

## What does Geography look like in Reception?

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning (Communication and language, Personal, social and emotional development, Physical development, Literacy, Mathematics, Understanding the world and Expressive arts and design) rather than subject areas. Development matters provides guidance for the early years foundation stage in these seven areas. The most relevant statements for Geography are taken from Understanding the World area of learning. Our planning is developed with reflection upon the relevant Understanding the World statements and progression of knowledge and skills from Kapow. These Geographical statements and skills will be taught in topic lessons throughout the year to tie in with our current theme/topic and through exploring and deepening their curiosity in the continuous provision in independent learning time. Throughout the year, the children will learn about the world around them, observe the changes in weather and compare seasons. Our local area, community and our school community and grounds are at the heart of our geography curriculum.

The table below show our Geography termly plan with links to Kapow activities:

	Autumn 1 Our community	Autumn 2 Let's celebrate!	Spring 1 Our amazing world	Spring 2 Come outside!	Summer 1 The land before time	Summer 2 Are we nearly there yet?
Topic / WOW moments	<p>Name, locate and recognise features and places of the School setting.</p> <p>Describe the school environment using knowledge from observation, discussion and maps.</p> <p>Draw a map of the outdoor area from a simple map - use maps, photographs and aerial views.</p> <p>Observing Autumn weather and how the weather is different from other seasons.</p>	<p>Visit to St Oswald church, Oswestry.</p> <p>Christmas around the world.</p> <p>Understanding what to wear when it is getting colder.</p> <p>Zippering coats/scarves/gloves.</p>	<p>Observing Winter weather and how the weather is different from other seasons.</p> <p>Comparing Oswestry to the Rainforest in South America and Beijing in China (Chinese New Year)</p> <p>Books: Let's all creep through crocodile creep by Jonny Lambert.</p>	<p>Visit to Booka, Oswestry.</p> <p>Know some similarities and differences between contrasting environments in this country - contrast rural and urban - farm and city (Oswestry/London)</p> <p>Drawing farm maps.</p> <p>Observing Spring weather and how the weather is different from other seasons.</p>	<p>Observing Summer weather and how the weather is different from other seasons.</p>	<p>Holidays -Where have we been?</p> <p>Road safety</p> <p>Maps – Show roads, rivers, canals and train tracks near Oswestry.</p> <p>Books: Mr. Gumpy's Motor Car Naughty Bus Who Sunk the Boat The Train Ride Oi! Get off my train. Handa's Surprise</p>

	Forest school sessions					
Kapow	<p>Exploring maps Activity 2: Our school from above Activity 3: Let's build our map Activity 4: Creating journey sticks Activity 5: Investigating maps Activity 6: Map making</p> <p>Outdoor adventures - Autumn Activity 1: Nature catches Activity 3: Exploring the weather Activity 4: Senses in nature Activity 5 Exploring the seasons</p>	<p>Outdoor adventures Activity 6: Dress the teddy</p>	<p>Exploring maps Activity 5: Investigating maps</p> <p>Outdoor adventures - Winter Activity 1: Nature catches Activity 3: Exploring the weather Activity 4: Senses in nature Activity 5 Exploring the seasons</p>	<p>Outdoor adventures - Spring Activity 1: Nature catches Activity 2: Observational painting Activity 3: Exploring the weather Activity 4: Senses in nature Activity 5 Exploring the seasons Activity 6: Dress the teddy</p>	<p>Outdoor adventures - Summer Activity 1: Nature catches Activity 3: Exploring the weather Activity 4: Senses in nature Activity 5 Exploring the seasons</p>	<p>Exploring maps Activity 1: Pirate map bingo Activity 6: Map making</p>

### Progression of skills and knowledge

The table below outlines the progression of skills and knowledge from Kapow and the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for Geography.

Locational knowledge	<p><u>KAPOW – Skills</u> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p>	<p><u>KAPOW – Skills</u> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p>	<p><u>KAPOW – Skills</u> Identifying land and water on a map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p>	<p><u>KAPOW – Skills</u> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p>	<p><u>KAPOW – Skills</u></p>	<p><u>KAPOW – Skills</u> Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p>
----------------------	--	---	---	---	------------------------------	---

		(Jungles in Let's all creep through crocodile creek by Jonny Lambert)			
<u>KAPOW – Knowledge</u> To know the name of their school and the place where they live.	<u>KAPOW – Knowledge</u> To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	<u>KAPOW – Knowledge</u> To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). To know that usually water is represented in blue on a map or globe. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	<u>KAPOW – Knowledge</u> To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	<u>KAPOW – Knowledge</u>	<u>KAPOW – Knowledge</u> To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know that usually water is represented in blue on a map or globe.
<u>Development Matters</u> Draw information from a simple map. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community.	<u>Development Matters</u> Understand that some places are special to members of their community.	<u>Development Matters</u> Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. (Rain forest, South America and Beijing, China)	<u>Development Matters</u> Understand that some places are special to members of their community.	<u>Development Matters</u> Describe what they see, hear and feel whilst outside.	<u>Development Matters</u> Draw information from a simple map
<u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<u>Early Learning Goals</u>	<u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<u>Early Learning Goals</u>	<u>Early Learning Goals</u>

Place Knowledge	KAPOW – Skills	KAPOW – Skills	KAPOW – Skills Discussing how environments in stories and images are different to the environment they live in.	KAPOW – Skills Discussing how environments in stories and images are different to the environment they live in.	KAPOW – Skills	KAPOW – Skills Discussing how environments in stories and images are different to the environment they live in.
	KAPOW – Knowledge	KAPOW – Knowledge	KAPOW – Knowledge To know that there are differences between places in this country and places in other countries.	KAPOW – Knowledge To know that places within this country can differ from each other.	KAPOW – Knowledge	KAPOW – Knowledge To know that places within this country can differ from each other.
	Development Matters	Development Matters	Development Matters Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Development Matters	Development Matters	Development Matters
	Early Learning Goals 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;.	Early Learning Goals	Early Learning Goals 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	Early Learning Goals 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;.	Early Learning Goals	Early Learning Goals

Human and Physical Geography

**KAPOW – Skills**  
 Observing weather across the seasons.  
 Observing and discussing the effect the changing seasons have on the world around them.  
 Beginning to use the names of the seasons in the correct context  
 Making observations about the features of places (in stories, photographs or in the school grounds/local area)  
 Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)

**KAPOW – Skills**  
 Making observations about the features of places (in stories, photographs or in the school grounds/local area)  
 Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)

**KAPOW – Skills**  
 Observing weather across the seasons – Winter  
 Observing and discussing the effect the changing seasons have on the world around them.  
 Beginning to use the names of the seasons in the correct context  
 Making observations about the features of places (in stories, photographs or in the school grounds/local area)  
 Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)

**KAPOW – Skills**  
 Observing weather across the seasons  
 Observing and discussing the effect the changing seasons have on the world around them.  
 Beginning to use the names of the seasons in the correct context  
 Making observations about the features of places (in stories, photographs or in the school grounds/local area)  
 Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)

**KAPOW – Skills**  
 Observing weather across the seasons  
 Observing and discussing the effect the changing seasons have on the world around them.  
 Beginning to use the names of the seasons in the correct context

**KAPOW – Skills**

**KAPOW – Knowledge**  
 To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  
 To know some of the key characteristics of each season.  
 To know that there are four seasons in a year marked by certain weather conditions.  
 To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)

**KAPOW – Knowledge**  
 To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)

**KAPOW – Knowledge**  
 To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  
 To know some of the key characteristics of each season.  
 To know that there are four seasons in a year marked by certain weather conditions.  
 To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)

**KAPOW – Knowledge**  
 To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  
 To know some of the key characteristics of each season.  
 To know that there are four seasons in a year marked by certain weather conditions.  
 To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)

**KAPOW – Knowledge**  
 To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  
 To know some of the key characteristics of each season.  
 To know that there are four seasons in a year marked by certain weather conditions.

**KAPOW – Knowledge**  
 To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)  
 To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)

		To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)			
<p><u>Development Matters</u> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<u>Development Matters</u>	<p><u>Development Matters</u> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p><u>Development Matters</u> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p><u>Development Matters</u> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<u>Development Matters</u>
<p><u>Early Learning Goals</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.</p>	<u>Early Learning Goals</u>	<p><u>Early Learning Goals</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.</p>	<p><u>Early Learning Goals</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.</p>	<p><u>Early Learning Goals</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.</p>	<u>Early Learning Goals</u>

Geographical skills and fieldwork

<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p><u>KAPOW</u> <b>Question</b> Ask questions about the world around them.</p> <p><b>Observe</b> Commenting on the features they see in their school and school grounds.</p> <p><b>Measure</b> Answering simple questions, guided by the teacher.</p> <p><b>Record</b> Creating some of the features they notice in their school and school grounds. Drawing some of the features they notice in their school and school grounds.</p> <p><b>Present</b> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>
<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p><u>KAPOW – Skills</u> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>

<p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p>		<p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p>	<p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p>		<p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p>
<p><u>KAPOW – Knowledge</u> To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>	<p><u>KAPOW – Knowledge</u></p>	<p><u>KAPOW – Knowledge</u> To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>	<p><u>KAPOW – Knowledge</u> To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>	<p><u>KAPOW – Knowledge</u></p>	<p><u>KAPOW – Knowledge</u> To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>
<p><u>Development Matters</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community. Draw information from a simple map.</p>	<p><u>Development Matters</u> Understand that some places are special to members of their community.</p>	<p><u>Development Matters</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Draw information from a simple map</p>	<p><u>Development Matters</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community. Draw information from a simple map</p>	<p><u>Development Matters</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p><u>Development Matters</u> Draw information from a simple map</p>
<p><u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><u>Early Learning Goals</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>	<p><u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><u>Early Learning Goals</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><u>Early Learning Goals</u></p>



		texts and – when appropriate – 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 By the time children leave our EYFS they will be able to:

Knowledge and Understanding of the world

- 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.

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.
- Understand some important processes and changes in the natural world around them, including the seasons.

Locational knowledge

- Recognise some environments that are different from the one in which they live.