

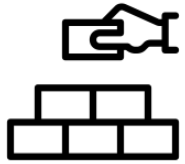


CUSP Early Foundations

Foundational Knowledge
and
Opportunities and Experiences

Understanding the World – Geography and RS

The **CUSP Early Foundations** offer is presented in three parts:



1. Foundational knowledge: what pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for success in Key Stage 1 and beyond

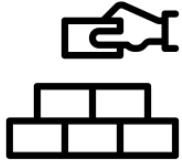


2. Opportunities and experiences: how this foundational knowledge can be learnt through play and through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts



3. Structured Story Time: core texts that will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that uses all that we know about effective literacy instruction

What does this look like in practice?



Foundational Knowledge

For each area of learning, granular detail about what pupils should know and be able to do as they move through the phases of the EYFS

The 'end points'



Structured Story Time

The core texts that will introduce pupils to the language, ideas and concepts that they will need to secure at different points through the EYFS

The 'hook'



Opportunities and Experiences

Ideas for how pupils will embed the foundational knowledge through direct teaching, guided activity and independent play

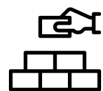
The 'menu'

What do we mean by Opportunities and Experiences?

The **Foundational Knowledge** and **Progression** documents outline the key concepts that we want pupils to learn and how their application of knowledge will become more advanced throughout the EYFS.

The **Opportunities and Experiences** document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision so that pupils can develop their understanding of the key concepts that they have learned. This is not exhaustive and practitioners will need to be responsive to the young people in their care.

We have deliberately built this around **learning**, not activity, so that we keep the focus on how pupils **interact** with the knowledge and skills acquired through the curriculum.

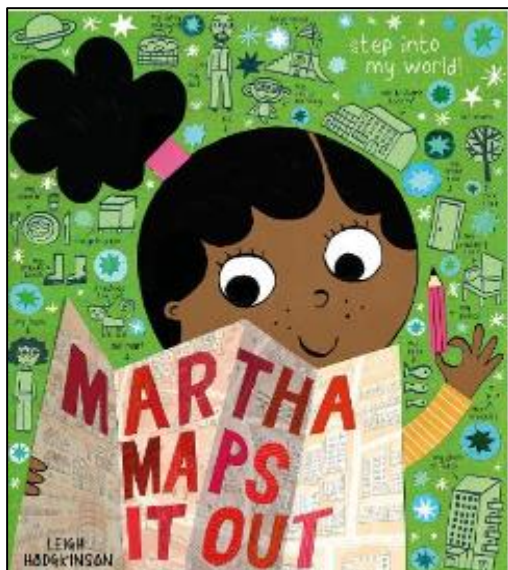


Foundational Knowledge

Explore the natural world around them, describing what they see, hear and feel whilst outside. Name the city / town / village / country in which they live and the street where their home and school are. Know what type of house they live in. Talk about and name the features of their own immediate environment and how environments might vary from one another. Name and describe places they have visited and places from stories, e.g. beach, island, fields, mountain. Know about one other country, linked to what they have read, e.g. *Celebrations around the World*, *Anansi and the Golden Pot*.

Recognise some environments that are different from the one in which they live (often linked to stories).

For example, if they live in the city what is it like to live in a village and vice versa?



EYFS

rich mathematics

+

exemplary phonics



Structured Story Time



Opportunities and Experiences

What will I explicitly teach?

Where will pupils meet this in continuous provision?

How will it progress throughout the year?

How will I enhance this provision?

What does effective interaction look like?

When will pupils meet this learning and vocabulary again?

What will it look like if pupils have secured their understanding?

Curriculum end goals

ELGs People, Culture and Communities	KS1 Geography
Children at the expected level of development will: - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - 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 - 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.	Locational knowledge - Name and locate the world’s seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography. - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Locational Knowledge	- Name and locate areas around nursery and grounds and recognise features. - Name the nursery and nursery group they belong to. - Name the different areas in the nursery. - Name some features in the nursery.	- Name the school. - Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc. - Discuss their immediate environment using knowledge from observation, discussion and maps.	- Name and locate areas in the school community. - Discuss the area surrounding the school using knowledge from observation, discussion and maps. - Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs. - Name, locate and talk about one other country, linked to what they have read, e.g. <i>Celebrations around the World</i>, <i>Anansi and the Golden Pot</i> (Ghana).
Essential vocabulary	nursery, classroom, outside area, toilets, cloakroom (localise for your school)	lunch hall, playground, trim trail, library, garden (localise for your school)	local shops, church, playpark, river, carpark, bridge (localise for your school)

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
- names of key locations in the setting - names of key locations around school - names of key locations in the local community - how to look at basic maps and find information - how to draw simple maps - about life in another country	Small world - animals - people / peg people - artificial grass - roads and railway track - vehicles - glass pebbles - trees and greenery - dolls house - log slices - shells and pebbles - blocks	Outdoor science area - magnifying glasses - collecting pots - cameras - natural loose parts - pictures to match to different locations in the environment - clip boards / mark making materials, e.g. for bark rubbings / brick rubbings	Workshop / junk modelling area - range of materials including paper, fabric, foil - joining equipment including clips, tape, glue - junk modelling equipment - natural materials	Pupils will also meet this in other aspects of the provision, for example: when on trips in the local area; when role playing day-to-day life, e.g. school / nursery; and when looking at books, maps and photos. Stories will play a key part in developing pupils' geographical vocabulary.

Understanding the World: Geography and RS focus

Prompting questions for Thinking Hard	2 – 3 years	3 – 4 years	4 – 5 years
Locational Knowledge	▪ Tell me, what are the important areas in our Nursery? Can you show me and tell me their names? ▪ What can you see in the outside area around our Nursery? ▪ Where do you visit with your parents / carer?	▪ Tell me, where do I need to go to find the library / playground / lunch hall? ▪ Which parts of our Nursery can you see on the map? ▪ What do you see on your way to school?	• Can you show me our school on the map? What else can you see? • Talk to me about your local area – what will I find there? • Tell me about another country you have been learning about? What is it like there?

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Place Knowledge	- Explore and respond to different natural phenomena in their setting and on trips. - Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. - Begin to name some human and physical features, e.g. park, river, street, sea. - Learn that they have similarities and differences that connect them to, and distinguish them from, others, e.g. similar and different homes.	- Know that there are different countries in the world, using stories and discussions about holidays. - Talk about the differences they have experienced or seen in photos. - Know the name of the place and street in which they live. - Know about a city, e.g., London and that it is in England. Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live. - Name physical and human features from stories, e.g. woods, forest, city, ocean.	- Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live. - Name the city / town / village / country in which they live and the street where their home and school are. - Know what type of house they live in. - Talk about and name the physical and human features of their local environment and how environments might vary from one another. - Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.
Essential vocabulary	park, shop, garage, road, same, different	place, street, holiday, city, London, difference	town, village, country, island, compare

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
- names of different physical and human features through small world play - similarities and differences in physical and human features of different places - a key city and some physical / human features - a key country and some physical / human features - different types of houses	Small world - animals - people / peg people - artificial grass - roads and railway track - garage and vehicles - glass pebbles - trees and greenery - dolls house - log slices - shells and pebbles - blocks - shops	Construction area (indoor) - Meccano (or similar) - Duplo (Nursery) Lego (or similar) - Connetix (or similar) - Stickle Bricks (or similar) - blocks Outdoor construction / large loose parts (for building life-sized maps) - stacking crates, wooden planks, poles and blocks - den covers, camouflage nets - tyres, rope floor mats	Book area - range of non-fiction books linked to places, counties holidays - atlases (age appropriate) - globe - puppets from around the world tucked into relevant books - props from different countries	Pupils will also meet this in other aspects of the provision for example: through forest schools, walks around the local community; through videos of specific environments to support story contextualising, e.g. <i>Tiddler</i> – watch video of fish in ocean, <i>The Queen's Hat</i> – watch videos of London landmarks.

Understanding the World: Geography and RS focus

Prompting questions for Thinking Hard	2 – 3 years	3 – 4 years	4 – 5 years
Place Knowledge	- How many different places and uses for water can you name? ... (linked to <i>Hey, Water!</i>) Let me start ... shower... - Tell me, what shall we put in our park? - What is your home like? Does everyone live in the same sort of house?	- Where have you visited / been on holiday? How did you get there? - Tell me, what can you see in this photo? What are the buildings like? What is there? What are people wearing? - What might I see if I visited London?	- Tell me, what can you tell me about xxx country? - How is xxx country different from where we live? - Where would you most like to live and why (give choices, e.g. forest, seaside, village, city, town)?

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Seasonal changes and weather (linked to UTW-science / natural world)	- Observe the weather through first hand experiences. - Name simple weather types, e.g. rain, snow, sun, wind. - Know the difference between hot and cold, wet and dry.	- Know the difference between day and night, dark and light. - Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. - Know that we wear different clothes for different weather.	- Know the names of the seasons and what the weather is / can be like in each. - Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. - Describe how trees and plants change in different seasons. - Know that some animals store food for the winter. - Know that some animals hibernate in the winter.
Essential vocabulary	rain, snow, sun, wind, wet, dry, hot, cold	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	autumn, winter, spring, summer, season, hibernate

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
- the different types of weather - the different types of clothing we wear for different weather types - the difference between hot and cold, including items that are hot and cold - the difference between day and night and what we do during the day / at night - the seasons and what happens in each, linked to weather, trees, animals and themselves, celebrations and clothing	Outdoor science area - thermometer - windmills, twisters, turbines, ribbons, scarves to explore movement and wind - rain collectors / rain gauge - cameras, iPads	Water area - warm and cold water - dolls - small world people and sea creatures - towels - paper towels - different materials - ice	Investigation area - magnifying glasses - sorting hoops (sorting seasonal clothes) - light board / light panel, colour Perspex blocks / paddles, mirrors, telescopes, kaleidoscopes - torches, fabric, dark tent - natural and interesting seasonal artefacts, e.g. pinecones, acorns, conkers	Pupils will also meet this in other aspects of the provision, for example: when reading seasonal stories / stories about day and night; when washing their hands (wet and dry and hot and cold); and when walking to and from school. Routines should also incorporate daily conversation about the days / month /season / weather.

Understanding the World: Geography and RS focus

Prompting questions for Thinking Hard	2 – 3 years	3 – 4 years	4 – 5 years
Seasonal Change	- Let's go outside; what is the weather like today? what do we need to wear? - Tell me, which of these clothes do we need for hot weather and which do we need for cold weather? - Tell me, how do we get water? (linked to <i>Hey, Water!</i>)	- How are night and daytime different? What do we do at night that we don't do in the day? - Let's look at some pictures of the weather. What can you see? Can you describe what the weather is doing here? - Why does Pete need to be in a boat in our story <i>Tidy</i>?	- Tell me, what season is it in the <i>Squirrels who Squabbled</i>? How do you know? How do you know it isn't summer? Why do squirrels store food? - Can you sort the objects into the season they belong to? - What sort of weather might we have in the winter?

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Geographical Skills and Fieldwork	- Describe what they see in their immediate school environment / local community using simple language, e.g. tree, house, shop, pond, river, road, flats, park. - Begin to remember their way around familiar environments. - Respond to some spatial and positional language. - Explore how things look from different viewpoints including things that are near or far away.	- Describe what they see using a wide vocabulary. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Use simple maps, recognise water as blue and land as green on the maps. - Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land. - Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map.	- Draw information from a simple map. - Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.
Essential vocabulary	field, playground, garden, trim trail, pond, shed (localise for your school)	house, flats, shop, park, map (localise for your school)	atlas, globe, find, country, information

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
- observational skills - vocabulary linked to the local environment - how to use / draw information from simple maps - how to make simple maps - how to use atlases and globes to find where they live and where people and animals from stories live - that land is often green and water blue when looking at simple globes / maps	Small world - animals - artificial grass - roads and railway track - glass pebbles - trees and greenery - dolls house - log slices - shells and pebbles - blocks - string / wool - large rolls of paper and mark making materials for pupils to create maps / put their small world on	Large loose parts / outdoor construction (for building life sized maps) - stacking crates - wooden planks, poles and blocks - den covers - camouflage nets - tyres - rope - floor mats	Writing / drawing area - examples of simple maps and aerial views of the school / their community - story books linked to maps, e.g. <i>Martha Maps it out</i> - atlases - paper - pens - pencils - stickers - string - hole punches - staplers	Pupils will also meet this in other aspects of the provision, for example: when making observations on environment walks; when on trips out in the local community.

Understanding the World: Geography and RS focus

Prompting questions for Thinking Hard	2 – 3 years	3 – 4 years	4 – 5 years
Geographical Skills and Fieldwork	▪ What did you see on your way to school / in these photos? ▪ What can you see in the outside area around our nursery? ▪ Which photos do you recognise? Tell me about them.	▪ Can you describe what is near your home? ▪ Tell me, what can you see on this map? ▪ Look at this map of London. Which places did the Queen see when finding her hat?	▪ Tell me about this map. What does it show? What sort of things are in this place? ▪ Can you find our country on the globe? Do you know any other countries? ▪ Use the atlas to show me where Anansi lives.

Understanding the World: Geography and RS focus

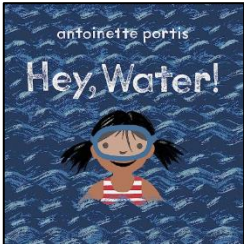
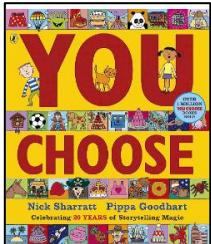
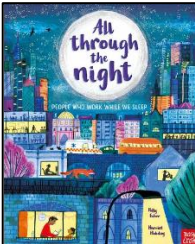
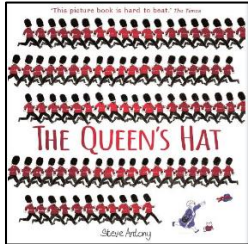
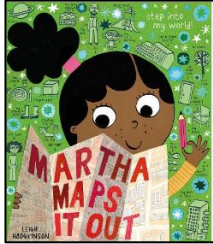
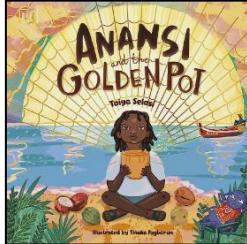
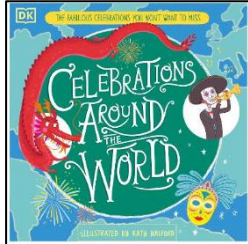
What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
People and Communities, including different religious and cultural communities	- Make connections between the features of their family and other families. - Notice differences between people. - In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	- Enjoy joining in with family customs and routines. - Recognise and describe special times or events for family or friends. - Show interest in different occupations and ways of life indoors and outdoors. - Continue developing positive attitudes about the differences between people.	- Talk about their immediate family and community and some of their routines, culture and celebrations. - Recognise that people have different beliefs and celebrate special times in different ways. - Understand that some places are special to members of their community. - Name people who help others in the community and talk about their different roles. - Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Essential vocabulary	family, same, different, pretend	jobs, difference, special, event / celebration (localise for your school)	community, belief, mosque, synagogue, church, similarities (localise for your school)

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
- similarities and differences between their families and other families - positive attitudes about the differences between people - key customs, routines, special times, events and celebrations for different families / religions / cultures - different occupations linked to people in their community and those who help us - special places and places of significance	Domestic role play cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories.	Themed role play (celebrations from other cultures) - special clothing from a range of cultures - appropriate food, packets, dishes, bowls, pans, cutlery / utensils - decorations - photos of their families having celebrations - photos of special places, e.g. synagogue	Bikes and trikes - bikes - trikes - scooters - ride-in cars (if appropriate age wise) - scooter boards - real-life uniforms – firefighter paramedic, police person, engineer - props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials.	Pupils will also meet this in other aspects of the provision, for example when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.

Understanding the World: Geography and RS focus

Prompting questions for Thinking Hard	2 – 3 years	3 – 4 years	4 – 5 years
People and Communities, including different religious and cultural communities.	▪ Tell me about your family. ▪ What are you and your family doing in this photo? ▪ How are families the same? How can they be different? (looking at photos)	▪ Tell me about some special times in your family. (Use photos.) ▪ How is your family the same as, and different from, other families? ▪ What jobs do your family do? (Ask families to send photos in if appropriate.)	▪ What special events do you and your family celebrate? How do you celebrate different events? ▪ Which special places do you know? Why are they special? ▪ Which people in our community help us? What are their jobs?

Understanding the World: Geography and RS focus

	2 – 3 years	3 – 4 years	4 – 5 years
Stories that could unlock this learning include:	 	 	  
Five ideas for enhancements	1. Use small world to make the city / one of the landscapes from <i>You Choose</i>. 2. Take photos of the key areas in nursery and talk about them. 3. Sort out the clothes for dry / wet or hot / cold weather. 4. Make obstacle courses across pretend rivers / ponds. 5. Build different houses and transport with large loose parts.	1. Draw / make with blocks a map of where the Queen's hat went. 2. Create a map of Mum's bus route. What will we need to have on it? 3. Make London landmarks using reclaimed materials. Can we make a city scape? 4. Make the city where the girl and her mum and dad live. 5. Pretend to be a bus driver, railway worker, ambulance driver, police officer, security guard, cleaner.	1. Draw / collage a map of your local area. 2. Take and talk about photographs of key features of the local community. 3. Role play different celebrations / taste different celebration foods and foods from different cultures, e.g. Anansi – Red-Red (stew). 4. Visit key places in the community, e.g. synagogue, mosque, church, temple, Gurdwara. 5. Role play Anansi: build an aeroplane for Anansi to visit his Nana in Ghana; go fishing with nets; cook with Nana.