

Summerhill Infant School

Coverage and progression map for Geography



| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|--|--|---|---|-------------------|---|
| Reception | Early Learning Goals (linked to subject) <ul style="list-style-type: none"> • ELG: People, Culture and Communities Children at the expected level of development will: <ul style="list-style-type: none"> - 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. • ELG: The Natural World Children at the expected level of development will: <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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 and changing states of matter. | | | | | |
| | Me, Myself and I | Once Upon a Time | Food glorious Food | People Who Help Us | Minibeasts | Wonderful Water |
| | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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 and changing states of matter. | <ul style="list-style-type: none"> • 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; | <ul style="list-style-type: none"> • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants; | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; | | <ul style="list-style-type: none"> • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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 and changing states of matter. |

Year 1

KS1 National Curriculum statutory requirements

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
 - 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
- ♣ 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.

| Me and my community | Enchanted Woodland | Pirates! | Toys | Going Green | Castles and Dragons |
|--|---|--|------|--|---|
| <ul style="list-style-type: none"> • <u>use basic geographical vocabulary to refer to physical features and human features.</u> • use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Ask simple geographical questions e.g. What is it like to live in this place? • Make simple maps and plans e.g. pictorial place in a story • Understand how some places are linked to other places e.g. roads, trains | <ul style="list-style-type: none"> • <u>identify seasonal and daily weather patterns in the United Kingdom.</u> • Make simple maps and plans e.g. pictorial place in a story • <u>use basic geographical vocabulary to refer to physical features and human features.</u> | <ul style="list-style-type: none"> • name, locate and identify characteristics surrounding seas of the UK • use world maps, atlases and globes to identify the United Kingdom • 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 • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | | <ul style="list-style-type: none"> • <u>use basic geographical vocabulary to refer to physical features, human features</u> • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds • Suggest ideas for improving the school environment | <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • use world maps, atlases and globes to identify the United Kingdom and its countries. use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Ask simple geographical questions e.g. What is it like to live in this place? |

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| | <ul style="list-style-type: none"> Name, describe and compare familiar places Link their homes with other places in their local community use simple fieldwork and observational skills to study the human and physical features of the surrounding environment. | | continents and oceans studied at this key stage | | <ul style="list-style-type: none"> Ask simple geographical questions e.g. What is it like to live in this place? use simple fieldwork and observational skills to study the human and physical features of the surrounding environment. | |
| Year 2 | Animals in the Wild | The Victorians | Around the world in 28 days | Explorers | Journey into space | Being Human |
| | <ul style="list-style-type: none"> name and locate the world's seven continents 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 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 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 | <ul style="list-style-type: none"> name and locate the world's five oceans I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom | <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 and locational and directional language to describe the location of features and routes on a map I can 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. 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 <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom | <ul style="list-style-type: none"> 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 name and locate the world's seven continents and five oceans devise a simple map; and use and construct basic symbols in a key. use simple compass directions and locational and directional language to describe the location of features and routes on a map <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom | <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom | <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom |

ELG: People, Culture and Communities

KS1: Locational knowledge

| ELG / KS1 | Reception | Year 1 | Year 2 |
|--|--|---|---|
| <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> | <p><u>Me, Myself and I (1)</u></p> <p>Focus Term: Summerhill Infant School, St George, Bristol. Their place in the school.</p> <p><u>All year</u></p> <p>Through forest school, outdoor learning and child led activities; children learn and discuss the world around them.</p> <p>Personal history. Family and their place in family. Babies.</p> | <p><u>Me and My community (1)</u></p> <p>Recap local area Bristol, England, UK</p> <p>Linking home to school</p> <p>Understand how some places are linked to other places e.g. roads, trains</p> | |
| <p>Name and locate the world's seven continents and five oceans.</p> | | | <p><u>Animals in the wild (1)</u></p> <p>Intro to continents and oceans – animal habitats</p> <p><u>The Victorians (2)</u></p> <p>Intro to continents and oceans – SS Great Britain</p> <p><u>Around the world in 28 days (3)</u></p> <p>Focus term: Continents and oceans of the world</p> |

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| <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | | <p><u>Pirates (3)</u></p> <p>Focus Term – Seas of the UK</p> <p><u>Castles and Dragons (6)</u></p> <p>Focus term: Countries and Capitals of the UK taught through castles</p> | <p><u>Around the world in 28 days (3)</u></p> <p>Recap of countries/seas of UK</p> |
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Is able to draw information from a simple map

ELG: People, Culture and Communities

KS1: Place knowledge

| ELG / KS1 | Reception | Year 1 | Year 2 |
|--|---|--|--|
| <p>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.</p> | <p><u>Food glorious food (3)</u></p> <p>Focus Term: Where food comes from and food from other cultures. Looking at maps, photos and books e.g. Mama panya’s pancakes, Same same but different, chapatti moon.</p> <p><u>Wonderful water (6)</u></p> <p>Different bodies of water and where they are found. Water on maps.</p> <p><u>All year</u></p> <p>Through forest school, outdoor learning and child led activities; children learn and discuss the world around them.</p> | | |
| <p>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</p> | | <p><u>Me and My Community (1)</u></p> <p>Focus Term: Name, describe and compare familiar places. Link their homes with other places in their local community.</p> <p><u>Pirates (3)</u></p> <p>Comparison Bristol and Caribbean</p> | <p><u>Around the world in 28 days (3)</u></p> <p>Focus Term: Comparison of St. George and Beijing.</p> |

Going Green (5)

Focus Term: Know about some present changes that are happening in the local environment e.g. at school

Suggest ideas for improving the school environment

ELG: The Natural World

KS1: Human and physical geography

| ELG / KS1 | Reception | Year 1 | Year 2 |
|--|--|--|--|
| Explore the natural world around them, making observations and drawing pictures of animals and plants. | <p><u>All year</u></p> <p>Linked to seasonal changes and topics. Through forest school and child led learning.</p> | | |
| 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>Me, myself and I (1)</u></p> <p><u>Once upon a time (2)</u></p> <p><u>Wonderful water (6)</u></p> <p>Through stories and class discussions.</p> | | |
| Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p><u>All Year</u></p> <p>Seasons and daily weather taught all year</p> <p><u>Wonderful water (6)</u></p> <p>Habitats – arctic, oceans</p> | | |
| 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. | <p><u>All Year</u></p> <p>Seasons and daily weather taught all year</p> | <p><u>All Year</u></p> <p>Seasons and daily weather taught all year</p> | <p><u>All Year</u></p> <p>Seasons and daily weather taught all year</p> <p><u>Animals in the wild (1)</u></p> <p>Focus Term – Hot and cold place of the world, poles and equator.</p> |
| Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | | <p><u>Me and My community(1)</u></p> <p>Intro to relevant / known features in local area</p> <p>Enchanted Woodland</p> | <p><u>Animal in the wild (1)</u></p> <p>Recap of vocab so far</p> <p><u>Around the world in 28 days(3)</u></p> |

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| | | <p>Features in stories discussed and put onto maps.</p> <p>Going Green</p> <p>Features in the local area looked at and discussed for improvement.</p> | <p>Features in Bristol/Beijing</p> <p><u>Explorers(4)</u></p> <p>Focus Term: use features to make map</p> |
| <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | | <p><u>Me and My community(1)</u></p> <p>Intro to relevant / known features in local area</p> <p>Enchanted Woodland</p> <p>Features in stories discussed and put onto maps.</p> <p>Going Green</p> <p>Features in the local area looked at and discussed for improvement.</p> | <p><u>Animal in the wild (1)</u></p> <p>Recap of vocab so far</p> <p><u>The Victorians (2)</u></p> <p>Local Victorian features</p> <p><u>Around the world in 28 days(3)</u></p> <p>Features in Bristol/Beijing</p> <p><u>Explorers(4)</u></p> <p>Focus Term: use features to make map</p> |

ELG: People, Culture and Communities

KS1: Geographical skills and fieldwork

| ELG / KS1 | Reception | Year 1 | Year 2 |
|---|---|--|---|
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | <p>All year</p> <p>Forest School. Range of activities to explore environment and changes through the seasons</p> | | |
| 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 | | <p>Castles and Dragons</p> <p>Focus Term: Maps, atlases and globes to UK countries.</p> <p>Pirates</p> <p>Focus Term: Maps, atlases and globes to UK seas.</p> | <p>Animals in the wild (1)</p> <p>linked to habitats</p> <p>The Victorians (2)</p> <p>Linked to SS Great Britain/British Empire.</p> <p>Around the world in 28 days (3)</p> <p>Focus Term: Maps, atlases and globes to find countries/ continents/ Seas</p> |
| 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 | | <p>Me and My community(1)</p> <p>Focus Term: Locational and directional vocab</p> | <p>The Victorians (2)</p> <p>Linked to SS Great Britain – into compass</p> <p>Explorers (4)</p> <p>Focus Term: linked to travel</p> |
| 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 | | <p>Me and My community(1)</p> <p>Focus Term: Use simple maps of the local area</p> <p>Make simple maps</p> <p>Enchanted Woodland (2)</p> <p>Focus Term: Make simple maps and plans of pictorial place in a story</p> | <p>The Victorians (2)</p> <p>Focus Term: Maps of St. George. Changes over time of features in local area. Map of trip</p> <p>Around the world in 28 days (3)</p> <p>Focus Term: compare maps of Bristol and Beijing.</p> |

Going Green

Use maps of local area

Me and My community(1)

Ask simple geographical questions. What can I find..? Why is it here?

Going Green

Focus Term Ask simple geographical questions. What is it like to live here? How can I improve here?

Use simple observational skills to study the geography of the school and its grounds

Visit Troopers Hill

The Victorians (2)

Focus Term: Visit local roads to see different Victorian and new buildings – old workhouse, houses, chapels etc.

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.