Summerhill Infant School Coverage and progression map for Geography



natural world around them, including the seasons and changing states of matter.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
	Early Learning Goals (linked	l to subject)						
	FI G: People, Cultur	e and Communities Children	at the expected level of develo	opment will:				
	• •	mediate environment using kr			texts and mans:			
acontion		-	-		·	on fiction toxts and — whor		
eception	- 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							
		orld Children at the expected	· ·					
	- Explore the natura	al world around them, making	observations and drawing pi	ctures of animals and plants;				
	- Know some simila	arities and differences betwee	en the natural world around th	nem and contrasting environn	nents, drawing on their expe	eriences and what has been		
	read in class;							
	- Understand some	e important processes and cha	anges in the natural world aro	und them, including the seaso	ons and changing states of m	natter.		
	Me, Myself and I	Once Upon a Time	Food glorious Food	People Who Help Us	Minibeasts	Wonderful Water		
	Describe their immediate	Know some similarities and	Explain some similarities and	Describe their immediate		•Explain some similarities and		
	environment using knowledge	differences between the natural	differences between life in this	environment using knowledge		differences between life in thi		
	from observation, discussion,	world around them and	country and life in other	from observation, discussion,		country and life in other		
	stories, non-fiction texts and	contrasting environments,	countries, drawing on	stories, non-fiction texts and		countries, drawing on knowled		
	maps;	drawing on their experiences and	knowledge from stories, non-	maps;		from stories, non-fiction texts		
	Know some similarities and	what has been read in class;	fiction texts and – when			and – when appropriate – maj		
	differences between the natural world around them and		appropriate – maps.			•Explore the natural world arou		
	contrasting environments,		 Explore the natural world around them, making 			them, making observations an drawing pictures of animals an		
	drawing on their experiences		observations and drawing			plants;		
	and what has been read in		pictures of animals and plants;			•Know some similarities and		
	class;		process of arminars and prants,			differences between the natur		
	 Understand some important 					world around them and		
	processes and changes in the					contrasting environments,		
	natural world around them,					drawing on their experiences		
	including the seasons and					what has been read in class;		
	changing states of matter.					 Understand some important 		
						processes and changes in the		

KS1 National Curriculum statutory requirements

Locational knowledge

- A 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.

enviorment.						
Me and my community	Enchanted Woodland	Pirates!	Toys	Going Green	Castles and Dragons	
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use basic geographical vocabulary to refer to	 identify seasonal and daily weather patterns in the 	 name, locate and identify characteristics surrounding 		use basic geographical vocabulary to refer to	 name, locate and identify characteristics of the four 	
vocabulary to refer to physical features and human	United Kingdom.	seas of the UK		physical features, human	countries and capital cities of	
features.	Make simple maps and plans	use world maps, atlases and		features	the United Kingdom	
use simple compass	e.g. pictorial place in a story	globes to identify the		use simple compass	use world maps, atlases and	
directions and locational and	use basic geographical	United Kingdom		directions (North, South, East	globes to identify the United	
directional language [for	vocabulary to refer to	 Understand geographical 		and West) and locational and	Kingdom and its countries.	
example, near and far; left	physical features and human	similarities and differences		directional language [for	use simple compass directions	
and right], to describe the	<u>features.</u>	through studying the human		example, near and far; left	and locational and directional	
location of features and	•	and physical geography of a small area of the United		and right], to describe the	language [for example, near and	
routes on a map		Kingdom, and of a small area in		location of features and	far; left and right], to describe	
 Ask simple geographical questions e.g. What is it like 		a contrasting non-European		routes on a map	the location of features and routes on a map	
to live in this place?		country		 use simple fieldwork and observational skills to study 	Ask simple geographical	
Make simple maps and plans		 use world maps, atlases and 		the geography of their school	questions e.g. What is it like to	
e.g. pictorial place in a story		globes to identify the United		and its grounds	live in this place?	
Understand how some places		Kingdom and its countries, as well as the countries,		Suggest ideas for improving		
are linked to other places e.g.		well as the coulities,		the school environment		
roads, trains						

Year 1

Name, describe an familiar places Link their homes we places in their local community use simple fieldword observational skills the human and phe features of the suenvironment.	rk and s to study ysical rrounding	continents and oceans studied at this key stage		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	e Wild The Victorians	Around the world in 28 days	Explorers	Journey into space	Being Human
name and locate the seven continents identify seasonal and weather patterns in Kingdom and the locate hot and cold areas of in relation to the Equation to the Equation to the Equation and its counting the Kingdom and its counting the Kingdom and its countinents and oceate at this key stage use basic geographic vocabulary to refer the physical features, in beach, cliff, coast, for mountain, sea, oceate soil, valley, vegetation and weather	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. 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. 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. 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 the properties of the propertie	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	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 identify seasonal and daily weather patterns in the United Kingdom	identify seasonal and daily weather patterns in the United Kingdom	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
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Me, Myself and I (1) Focus Term: Summerhill Infant School, St George, Bristol. Their place in the school. All year Through forest school, outdoor learning and child led activities; children learn and discuss the world around them. Personal history. Family and their place in family. Babies.	Me and My community (1) Recap local area Bristol, England, UK Linking home to school Understand how some places are linked to other places e.g. roads, trains	
Name and locate the world's seven continents and five oceans.			Animals in the wild (1) Intro to continents and oceans – animal habitats The Victorians (2) Intro to continents and oceans – SS Great Britain Around the world in 28 days (3) Focus term: Continents and oceans of the world

Name, locate and identify	Pirates (3)	Around the world in 28 days (3)
characteristics of the four countries and capital cities of the United	Focus Term – Seas of the UK	Recap of countries/seas of UK
Kingdom and its surrounding seas	Castles and Dragons (6)	
	Focus term: Countries and Capitals of the UK taught through castles	

Is able to draw information from a simple map

ELG: People, Culture and Communities

KS1: Place knowledge

ELG / KS1	Reception	Year 1	Year 2
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.	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.		
	Wonderful water (6) Different bodies of water and where they are found. Water on maps.		
	All year Through forest school, outdoor learning and child led activities; children learn and discuss the world around them.		
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small		Me and My Community (1) Focus Term: Name, describe and compare familiar places. Link their homes with other places in their local community.	Around the world in 28 days (3) Focus Term: Comparison of St. George and Beijing.
area in a contrasting non- European country		Pirates (3) Comparison Bristol and Caribbean	

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

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

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

	Coing Cupon	
	Going Green	
	Use maps of local area	
Use simple fieldwork and observational skills	Me and My community(1)	The Victorians (2)
to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Ask simple geographical questions. What can I find? Why is it here? Going Green	Focus Term: Visit local roads to see different Victorian and new buildings – old workhouse, houses, chapels etc.
	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	