



Pleasant Street Primary School – Geography Progression and Coverage



Understanding the World Geography Links - Nursery, Reception

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Taken from Non-Statutory guidance Development Matters 3- & 4-Year Olds will be learning to:	Taken from Non-Statutory guidance Development Matters Reception will be learning to:	Early Learning Goal at the end of Reception children at the expected level of development will:
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <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>



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Geography, Key Stage 1, Year 1

Prior Knowledge

<p>Draw information from a simple map.</p> <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>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <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>Map skills</p>	<p>Geographical knowledge and understanding</p>	<p>Geographical skills and enquiry</p>	<p>Vocabulary and communication.</p>
<p>I can follow directions; up, down, left, right, forwards and backwards.</p> <p>I can draw a simple map including a key with symbols.</p> <p>I can draw maps of real life and made up places.</p> <p>I can draw around objects to make a plan.</p> <p>I can use a simple plan to follow a route.</p> <p>I can draw a route showing features.</p> <p>I can name and locate the countries and capital cities of the UK and talk about what they are like.</p>	<p>I can use basic geographical vocabulary to describe both human and physical features e.g. city, town, village, shop.</p> <p>I can use aerial photographs and plans to recognise landmarks and features of places.</p> <p>I can name and locate the countries and capital cities of the UK and talk about what they are like.</p> <p>I can use basic geographical vocabulary to describe both human and physical features e.g. city, town, village, beach, cliff, coast</p> <p>I can identify seasonal and daily weather patterns in the UK.</p>	<p>I can ask questions about places studied at KS1.</p> <p>I can collect information about my local environment.</p> <p>I can use information books to compare the similarities and differences between places studies.</p>	<p>I understand the meaning of 5 key topic words.</p> <p>My school and my city: Human feature, physical feature, landmark, symbol and plan.</p> <p>The United Kingdom: City, Capital city, United Kingdom, Edinburgh, London, Cardiff, Belfast</p> <p>Coast: Coast, beach, route, village, cliff</p>



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Geography, Key Stage 1, Year 2

Prior Knowledge

<p>(Y1)</p>	<p>(Y1): I can identify seasonal and daily weather patterns in the UK.</p> <p>I can use aerial photographs and plans to recognise landmarks and features of places.</p> <p>I can use basic geographical vocabulary to describe both human and physical features e.g. city, town, village, beach, cliff, coast</p>	<p>(Y1): I can use information books to compare the similarities and differences between places studies.</p> <p>I can ask questions about places studied at KS1.</p>	
<p>Map skills</p>	<p>Geographical knowledge and understanding</p>	<p>Geographical skills and enquiry</p>	<p>Vocabulary and communication.</p>
<p>I can name and locate the world's seven continents and five oceans using globes, maps and atlases.</p>	<p>I can explain geographical similarities and difference between an area of the UK and a non-European country.</p> <p>I can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>I can ask questions about places studied at KS1.</p>	<p>I understand the meaning of 10 key topic words and use them in context.</p> <p>Australia:</p> <p>Continent, Ocean, Climate, Equator, Human features, Physical features, Population, Land, Island, Globe.</p> <p>Our World:</p> <p>Continent , Oceans, Population, Climate change, Aerial view.</p>



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Geography, Key Stage 2, Year 3

Prior Knowledge

<p>(Y2): I can name and locate the world's seven continents and five oceans using globes, maps and atlases.</p> <p>(Y1): I can draw a simple map including a key with symbols.</p> <p>(Y1): I can name and locate the countries and capital cities of the UK and talk about what they are like.</p> <p>(Y1): I can use a simple plan to follow a route.</p>	<p>(Y1 and Y2): I can use basic geographical vocabulary to describe both human and physical features e.g. city, town, village, beach, cliff, coast</p>	<p>(Y1 and Y2) I can use basic geographical vocabulary to describe both human and physical features e.g. city, town, village, beach, cliff, coast</p> <p>(Y1 and Y2) I can ask questions about places studied at KS1.</p>	<p>(Y2):</p>
Map skills	Geographical knowledge and understanding	Geographical skills and enquiry	Vocabulary and communication.
<p>I can locate world continents and countries.</p> <p>I can name and locate countries and geographical regions and their identifying human and physical characteristics.</p> <p>I can use a key to interpret symbols and marks on an OS map.</p> <p>I can identify and interpret relief maps.</p> <p>I can name and locate counties and cities of the UK.</p> <p>I can follow a route on an OS map.</p> <p>I can use the key to interpret symbols and marks on an OS map for routes.</p>	<p>I can describe and understand the working of mountains, volcanoes and earthquakes.</p> <p>I can use basic geographical vocabulary to describe both human and physical features e.g. city, town, village, beach, cliff, coast</p> <p>I can identify key human and physical features and land use.</p> <p>I can use a range of sources to compare the similarities and differences between human and physical features of places studied.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can use 4 points on a compass; North, South, East and West.</p>	<p>I understand the meaning of the 10 key topic words, I can spell them and know how to use them in context.</p> <p>Mountains, Volcanoes and Earthquakes:</p> <p>Active, Dormant, Eruption, Alpine, Altitude, Magma, Richter Scale, Magnitude, Tectonic Activity, Epicentre,</p> <p>The United Kingdom:</p> <p>The United Kingdom, Region, County, North West, Population, Key, Symbols, Co-ordinates, Tourism, Land use</p>



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Geography, Key Stage 2, Year 4

Prior Knowledge

<p>(Y3): I can locate world continents and countries.</p> <p>(Y3): I can interpret relief maps.</p> <p>(Y2): I can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>(Y3): I can use a key to interpret symbols and marks on an OS map for routes</p> <p>(Y3): I can follow a route on an OS map.</p> <p>(Y3): I can use the key to interpret symbols and marks on an OS map for routes.</p>	<p>(Y3): I can identify key human and physical features and land use.</p> <p>(Y3): I can use a range of sources to compare the similarities and differences between human and physical features of places studied.</p>	<p>(Y3): I can use 4 points on a compass; North, South, East and West.</p>	
Map skills	Geographical knowledge and understanding	Geographical skills and enquiry	Vocabulary and communication
<p>I can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>I can read and interpret a globe as a flat map/ I can locate world continents, countries and major cities.</p> <p>I can make a simple scale drawing e.g 1 sq cm = 1 sq m</p> <p>I can use photographs of the area I have taken to help me draw a simple map.</p> <p>I can locate places on an OS map using a 4 figure grid reference.</p> <p>I can use aerial photographs and plans to recognise landmarks and features of places.</p>	<p>I can describe and understand different types of settlement and land use.</p> <p>I can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p>	<p>I know the four points on a compass and can use them when following directions.</p>	<p>I understand the meaning of the 10 key topic words, I can spell them and know how to use them in context.</p> <p>South America:</p> <p>Relief map, Climate, Urbanisation, Migrate, Indigenous, Equator, Push Factors, Pull Factors, Population, Poverty.</p> <p>Field work:</p> <p>Leisure, Tourism, Grid reference, Scale, Compass, Route, Erosion, Restoration, Disused, Gorge</p>



Pleasant Street Primary School – Geography Progression and Coverage



Geography, Key Stage 2, Year 5

Prior Knowledge

(Y4): I can locate places on an OS map using a 4 figure grid reference.
 (Y4): I can locate places on an OS map using a 4 figure grid reference.
 (Y3 and Y4): I can use a key to interpret symbols and marks on an OS map for routes.
 (Y3 and Y4): I can make a simple scale drawing e.g 1 sq cm = 1 sq m
 (Y3 and Y4): I can use photographs of the area I have taken to help me draw a simple map.
 (Y4): I can use aerial photographs and plans to recognise landmarks and features of places.

(Y3 and Y4): I can use a range of sources to compare the similarities and differences between human and physical features of places studied.

(Y4): I know the four points on a compass and can use them when following directions.

Map skills

Geographical knowledge and understanding

Geographical skills and enquiry

Vocabulary and communication.

I can use digital/computer mapping to locate places in the KS2 PoS.
 I can follow a route on a small scale OS map.
 I can locate places on an OS map using a 6-figure grid reference.

I can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.
 I can describe and understand climate zones, biomes, vegetation belts and the water cycle.
 I can describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.
 I can show an understanding of the current problem faces with plastic pollution.
 I can explain why plastic pollution occurs.
 I can suggest changes that can be made to improve the environment on an individual and community scale.

I can interpret graphs, maps and charts and use information to produce my own.
 I know the eight points on a compass and can use them when following directions.

I understand the meaning of the 10 key topic words, I can spell them and know how to use them in context.
 Rivers:
 Source, River mouth, Current, Erosion, Tributary, Meander, River bed, Estuary, Flow, River bank
 Environmental Issues:
 Environment, Pollution, Single Use, Disposable, Biodegradable, Landfill, Recyclables, Decompose, Terracycle, Recycle
 Fieldwork:
 Pollution, Habited, Inhabited, Fieldwork, Contour, Observations, Features, Human Features, Physical Features, Grid Reference



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Geography, Key Stage 2, Year 6



Prior Knowledge

<p>(Y5): I can use digital/computer mapping to locate places in the KS2 PoS.</p>	<p>(Y3,4,5): I can identify key human and physical characteristics, countries and major cities.</p> <p>(Y5): I can use a range of sources to compare the similarities and differences between human and physical features of places studied.</p> <p>(Y5): I can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.</p>		
<p>Map skills</p>	<p>Geographical knowledge and understanding</p>	<p>Geographical skills and enquiry</p>	<p>Vocabulary and communication.</p>
	<p>I can identify key human and physical characteristics, countries and major cities.</p> <p>I can understand the similarities and differences in the human and physical geography of a region in the UK and a region of Europe.</p>		<p>I understand the meaning of the 10 key topic words, I can spell them and know how to use them in context.</p> <p>Catalonia and the North West:</p> <p>Mediterranean, Economy, Climate, Push/pull factors, Tourism, Urbanisation, Region, Province, Comparison, Trade Links</p>