



"Make your light shine so others will see the good that you do"



North Somercotes CE Primary School

Whole School Geography Planning and Progression

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Block 1	<p>LEAD, UW, PCC - Talks about their home and the places they go to in their immediate environment</p> <p>LEAD, UW, PCC- Knows the landmark buildings (including places of worship) in their local environment and discusses their importance</p> <p>LEAD, UW, PCC - Knows that the country we live in is England.</p> <p>ELG, UW, PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>To know their address</p> <p>To know simple locational and directional vocabulary (near, far, left, right etc.)</p>	<p>To understand key words which describe the human and physical features of a place</p> <p>To know where in the UK they live</p> <p>To know simple locational and directional vocabulary (near, far, left, right etc)</p>	<p>To name some of the main towns and cities in Lincolnshire</p> <p>To know the difference between the British Isles, Great Britain and UK</p> <p>To explain why a locality has certain physical features</p>	<p>To name some of the main towns and cities in Lincolnshire</p> <p>To know the difference between the British Isles, Great Britain and UK</p> <p>To recognise key symbols on Ordnance Survey maps</p> <p>To know some physical and human features of an environment.</p>	<p>To know how a location fits into its wider geographical location; reference to human and economical features</p> <p>To know how physical features affect human activity, within a location</p>	<p>To describe how physical features affect the trade and economy of a place</p> <p>To understand how different physical features can affect human activity, within a location.</p>
Block 2	<p>LEAD, UW, PCC- Knows that there are many different countries in the world.</p>	<p>To know the points of a compass</p> <p>To understand what a key is</p>	<p>To know the points of a compass</p> <p>To understand what a key is</p>	<p>To know the names of some <i>major</i> European countries</p>	<p>To know the names of most major European countries</p> <p>To name the capital cities of neighbouring European countries</p>	<p>To name the main countries in South America</p> <p>To understand the concepts of distance and time when talking about</p>	<p>To name the main countries in South America</p> <p>To name the main countries in North America</p>



“Make your light shine so others will see the good that you do”



	<p>LEAD, UW, PCC- Names some hot and cold countries.</p> <p>LEAD, UW, PCC- Knows that some places are far away, and we cannot walk there.</p>			To name the capital cities of <i>major</i> European countries		places from around the world.	To know how time zones work.
Block 3	<p>LEAD, UW, PCC- Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture</p> <p>LEAD, UW, PCC- Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England</p> <p>LEAD, UW, PCC- Makes inferences about locations in books based on previous knowledge or experiences:</p> <ul style="list-style-type: none"> • clothing worn • buildings • foods • weather • animals • landscape <p>ELG, UW, PCC- Explain some similarities and differences between life in this country and life in</p>	<p>To know the four countries which make up the United Kingdom</p> <p>To name the main towns and cities in England</p> <p>To understand some features of the local climate</p> <p>To understand vocabulary that relates to the weather</p>	<p>To name the main towns and cities in the United Kingdom</p> <p>To name and locate the United Kingdom’s surrounding seas</p> <p>To name and locate the world’s seven continents and five oceans</p> <p>To know the features of an island.</p>	<p>To know where the equator is and the north and south poles</p> <p>To name a number of countries in the Northern Hemisphere</p>	<p>To name the main Spanish speaking countries worldwide</p> <p>To locate the Tropic of Cancer and the Tropic of Capricorn</p>	<p>To name and locate many of the world’s major rivers on maps</p> <p>To describe and understand key aspects of rivers, look at key vocabulary and features</p> <p>To know the features of a river.</p> <p>To describe some of the benefits of living by a river</p>	<p>To know the features of a river and how this affects the landscape</p> <p>To name and locate many of the world’s major rivers on maps</p> <p>To describe and understand key aspects of: physical geography, rivers, the water cycle</p> <p>To explain why people are attracted to live by rivers. Explain why many cities of the world are situated by rivers</p>



“Make your light shine so others will see the good that you do”



	other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.						
Block 4	<p>ELG, UW, NW- Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>ELG, UW, NW- 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>***</p> <p>LEAD, UW, PCC- Knows what an island is</p> <p>LEAD, UW, PCC - Knows we have different environments in this county; water/ rivers, woods, towns, etc.</p> <p>LEAD, UW, PCC - Creates different play environments - beach, city, forest, etc. in small-world play with support,</p>	<p>To name the key features associated with the towns and cities e.g. factories, detached house</p> <p>To know some effects that humans have on their environment</p> <p>***</p> <p>To describe a place, outside Europe, using geographical vocabulary</p> <p>To understand some features of the climate of a country outside Europe.</p>	<p>To name the key features associated with the towns and cities e.g. factories, detached house</p> <p>To know some positive and negative effects that humans can have on an environment.</p> <p>***</p> <p>To understand the differences between their locality and another locality - Town/City</p> <p>To understand some features of the local climate through fieldwork.</p> <p>To understand the features of the climate</p>	<p>To explain why people are attracted to live in cities</p> <p>To know what makes a place a popular holiday destination</p> <p>To understand how people are trying to manage their environment.</p> <p>***</p> <p>To locate and name some of the world’s most famous volcanoes</p> <p>To describe how volcanoes are created.</p> <p>To understand the process that occurs before a volcano erupts</p> <p>To describe the features of a mountain.</p>	<p>To know what makes a place a popular holiday destination</p> <p>To explain why people may choose to live in a village rather than a town/city</p> <p>To understand the positives and negatives of managing an environment</p> <p>***</p> <p>To know some key features of the world’s most famous volcanoes</p> <p>To describe how volcanoes are created</p> <p>To describe how earthquakes are created</p> <p>To communicate the process that occurs before a volcano erupts (use diagrams)</p>	<p>To understand the meaning of fair trade</p> <p>***</p> <p>To describe how some places are similar and others are different in relation to their physical features</p> <p>To know how locations around the world are changing and explain some of the reasons for this. Focus on weathering and erosion.</p>	<p>To understand how countries are interconnected and interdependent</p> <p>To understand the term ‘sustainable development’</p> <p>***</p> <p>To know how locations around the world are changing and explain some of the reasons for this. Focus on weathering and erosion and how this forms coastal features.</p> <p>To understand the different human features of the world</p>



“Make your light shine so others will see the good that you do”



	naming their features; trees, river, mountains etc.		of a non-European country.		To describe the features of a mountain.		