

Geography Knowledge, Skills and Vocabulary Overview

YEAR 1		What is the geography of where I live?	Animals and their habitats	Where in the world do people live?
Term		Autumn	Spring	Summer
NC objectives	Locational	Pupils should be taught to – <ul style="list-style-type: none"> 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. 	Pupils should be taught to – <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 countries, continents and oceans 	<ul style="list-style-type: none"> To be updated
	Place	<ul style="list-style-type: none"> 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">
	Human & physical	Pupils should be taught to – <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. 	Pupils should be taught to - <ul style="list-style-type: none"> 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 and human features. 	<ul style="list-style-type: none">
	Skills & fieldwork	Pupils should be taught to - <ul style="list-style-type: none"> 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. 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. 	Pupils should be taught to - <ul style="list-style-type: none"> 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 observational skills to study key human and physical features of environments 	<ul style="list-style-type: none">
Contextual knowledge		<ul style="list-style-type: none"> To know what geography is all about To know that geographers study the interactions or connections of people with environments To distinguish between human and physical geographical features To understand key concepts such as location, distribution and change To identify, describe and offer reasons for the location of human and physical geographical features of the environment To begin to explain any changes in land use that have occurred 	<ul style="list-style-type: none"> name and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America describe which of these continents have significant hot and/or cold areas describe specific human and physical landmarks of some of these continents use specific place knowledge to describe and explain the habitat of a significant animal. 	
Key vocabulary		Place, Environment, Community, Natural, Physical features, Human features, Physical geography, Human geography, Local area, Transport, Residential, Economic activity, Public services, Open space	Continent, Europe, Africa, North America, South America, Oceania, Asia, Antarctica, North Pole, South Pole	
Geographical Skills		<ul style="list-style-type: none"> Have experience of maps and attempt to make own Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Use an infant atlas to locate places Use books and pictures as sources of information 	<ul style="list-style-type: none">
Fieldwork Skills		<ul style="list-style-type: none"> Investigate their surroundings Make observations about where things are Draw simple features they observe in the local area Express their own views about the local area Experience simple scale drawings of the local area 	<ul style="list-style-type: none"> Make observations about where things are Express their own views about places 	<ul style="list-style-type: none">
Resources		Cameras to take photos, maps of the local area, clipboards	Atlases, rising stars geography scheme	
Reading:		https://www.amazon.co.uk/Lonely-Penguin-Band-Blue-Collins/dp/0007412967	Nature’s Habitats by Susan Ho	
Suggested fieldwork				

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YEAR 2		Seasons	Why does it matter where our food comes from?	Our Wonderful World
Term		Autumn	Spring	Summer
NC objectives	Locational	Pupils should be taught to – <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. 	Pupils should be taught to – <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> To be updated
	Place		<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human geography and physical geography of the local area 	<ul style="list-style-type: none">
	Human & physical	Pupils should be taught to – <ul style="list-style-type: none"> Identify daily and seasonal 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 and human features. 	Pupils should be taught to – <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none">
	Skills & fieldwork	Pupils should be taught to - <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments. 	Pupils should be taught to – <ul style="list-style-type: none"> 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 ma 	<ul style="list-style-type: none">
Contextual knowledge		<ul style="list-style-type: none"> maximum and minimum temperature – requires a maximum and minimum thermometer showing the highest and lowest temperature recorded over a 24 hour period wind speed using a simple wind gauge (anemometer) wind direction using a basic weather vane and a compass rainfall using a rain gauge Cloud cover is measured in units called oktas and each okta measures one eighth of the sky covered by cloud. 	<ul style="list-style-type: none"> identify types of food: fast, fresh, processed identify foods that can be bought on the local high street can describe how food has been processed name and describe regional products from the UK explain why foods come from specific regions. understand what cereal crops become and where everyday products like milk come from 	<ul style="list-style-type: none">
Key vocabulary		Rain, Moisture, Sunshine, Wind, Snow, Drought, Cloud, Temperature, Climate, Weather	barley, cereal crops, farmer, fast food, fresh food, frozen food, oilseed rape, processed food, region, wheat.	
Geographical Skills		<ul style="list-style-type: none"> Draw a map of a real place Use books, maps and pictures as sources of information Identify known places on aerial photographs Begin to understand the need for a key Use class agreed symbols to make a simple key 	<ul style="list-style-type: none"> Make simple comparisons between features of different places. Use large scale maps Use an infant atlas to locate places Use books, maps and pictures as sources of information 	<ul style="list-style-type: none">
Fieldwork Skills		<ul style="list-style-type: none"> Begin to collect and record evidence with support Use observational skills to study the school grounds Gather data about the local climate Experience plan views 	<ul style="list-style-type: none"> Join labels to correct features on plans, maps and/or photographs To begin to collect and record evidence with support 	<ul style="list-style-type: none">
Suggested Fieldwork		<ul style="list-style-type: none"> Observations of the weather 	Farm visit/Supermarket visit	<ul style="list-style-type: none">
Resources		Cameras to take photos, clipboards, weather vane, compass, rain gauge, anemometer, thermometer (max and min temp) https://www.metcheck.co.uk/collections/rain-gauges	Atlases, Rising Stars geography	
Reading Texts		The wind, The gardening year, We see a cloud, weather forecasting	The Food We Eat by Georgia Amsom-Bradshaw	

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YEAR 3		Climate and Weather	Our World	Earthquakes and Volcanoes
Term		Autumn	Spring	Summer
NC objectives	Locational	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	To be updated
	Place			
	Human & physical	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		
	Skills & fieldwork	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
Contextual knowledge		<ul style="list-style-type: none"> To know where in the world am I To understand what climate is To understand how weather changes depending on where in the world a place is. To recognise the position of the tropics and the different climate zones. 	<ul style="list-style-type: none"> explain the relationship between globes and maps locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes understand the significance of longitude and latitude locate the Prime/Greenwich Meridian on a globe and world map understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian locate the International Date Line on a globe describe day and night in relation to the Earth's rotation on its own axis describe and explain time zones 	
Key vocabulary		Weather forecast, Weather, Tundra, Climate Zones, Equator, Flora, Deciduous, Climate, Biome, Monsoon	Equator, Hemisphere, Tropic of Cancer, Tropic of Capricorn, North and South Pole, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, longitude, latitude	
Geographical Skills		<ul style="list-style-type: none"> To have experience of aerial photographs and identify known places To begin to use 8 point compass points to follow or give directions 	<ul style="list-style-type: none"> To have experience of aerial photographs and identify known places To use atlases to find out about features of places To use letter or number coordinates to locate features on a map To begin to use 8 point compass points to follow or give directions To begin to use maps on internet sites To begin to ask geographical questions 	
Fieldwork Skills		<ul style="list-style-type: none"> To begin to collect and record evidence Analyse evidence and draw conclusions Draw a sketch of simple features from an observation Make a map of a short route with features 	<ul style="list-style-type: none"> To begin to collect and record evidence Analyse evidence and draw conclusions 	
Suggested Fieldwork				
Resources		Atlases, Maps and Rising Stars Geography	Atlases, globes and Rising stars geography	
Reading Texts		https://www.amazon.co.uk/Spotlight-Brazil-My-Country/dp/0778734870	Our World in Pictures by Andrea Mills	

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YEAR 4		The Americas	Coasts	Rivers and The Water Cycle
Term		Autumn	Spring	Summer
NC objectives	Locational	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom 	To be updated
	Place	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country 	
	Human & physical	<ul style="list-style-type: none"> Describe and understand key aspects of - physical geography, including: climate zones, biomes and vegetation belts and rivers human geography, including: types of settlement and land use, economic activity 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity including trade links 	
	Skills & fieldwork	Pupils are taught to – <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Contextual knowledge		<ul style="list-style-type: none"> To know different aspects of Florida's physical and human geography. To understand how leisure and tourism impacts the natural world and people who live in Florida To have an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things 	<ul style="list-style-type: none"> locate, describe and compare several coastal environments in the UK and elsewhere describe how and explain why the physical features of coasts change describe economic and leisure activities associated with the coast describe how coastal economic activities have changed identify and explain some advantages and disadvantages of living by the coast. identify some coastal hazards and how we can respond to them now and should in the future 	
Key vocabulary		Equator, Southern hemisphere, Northern hemisphere, Physical features, Human features, Climate, Weather, Peninsula, Continents, Population, Tourists, Overseas, Choropleth map, Gravity, Trajectory	coastline, compass point, economic activities, harbour, human features, tourism, Mediterranean, peninsula, physical features, settlement, strandline	
Geographical Skills		<ul style="list-style-type: none"> To follow a route on a larger scale map To use junior atlases to find out about features of a place To use satellites images and aerial photographs to extend learning To ask and respond to questions and offer their own ideas 	<ul style="list-style-type: none"> To use junior atlases to find out about features of a place To use satellites images and aerial photographs to extend learning Use maps, photos, pictures and the internet as sources of information To use map sites on the internet Use letter or number coordinates to locate features on a map To ask and respond to questions and offer their own ideas 	
Fieldwork Skills		<ul style="list-style-type: none"> Analyse evidence and draw conclusions 	<ul style="list-style-type: none"> To begin to recognise symbols on an OS map To use medium scale OS maps To know why a key is needed 	
Suggested Fieldwork			Visit to the coast: Weston Super Mare?	
Resources		Atlases, Collins resources	Atlases, OS maps and Rising stars geography (see Y3 unit 3)	
Reading Texts		Exploring Florida's Geography, S is for Sunshine, Celebrating Florida	Sea Shore by Steve Parker	

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YEAR 5		Changes In Our Local Environment	Europe: A study of the Alpine Region	Journeys: Trade
Term		Autumn	Spring	Summer
NC objectives	Locational	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	To be updated
	Place		<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country 	
	Human & physical	Describe and understand key aspects of - <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
	Skills & fieldwork	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of UK and wider world. Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
Contextual knowledge		<ul style="list-style-type: none"> To know about the geography of the local area To know where in the world am I To know some reasons why places change To know how my local area changed To know how the local area changed as a result of WWI To know how and why the quality of the environment changes in my local area 	<ul style="list-style-type: none"> use physical and political maps to locate the Alpine Region know that the Alps were formed over a long period of time, millions of years ago understand that the Alpine region is unique understand that fold mountains occur when two tectonic plates meet explain the climate patterns of the Alpine region explain that there are advantages and disadvantages to tourism in the Alps explain how avalanches are caused explain some of the ways avalanches can be prevented. understand the importance of sustainable development in the Alps explain how the Alps have changed over time 	
Key vocabulary		Hypothesis, Data collection, Data presentation, Data interpretation, Explanation, Globe, Google Maps, Streetview	agriculture, Alpine Region, avalanche, climate, development, fold mountains, natural resources, sustainable, tectonic plates, unique	
Geographical Skills		<ul style="list-style-type: none"> To have experience of aerial photographs and identify known places To begin to use 8 point compass points to follow or give directions 	<ul style="list-style-type: none"> Use 8 point compass points Begin to use 6 figure coordinates to locate features on a map Create maps using aerial photographs and satellite images in groups Select a map for a specific purpose To use index and contents page within atlases Use atlases and globes to find out about features of places To use maps on internet sites e.g. digimap 	
Fieldwork Skills		<ul style="list-style-type: none"> To begin to collect and record evidence Analyse evidence and draw conclusions Draw a sketch of simple features from an observation Make a map of a short route with features 	<ul style="list-style-type: none"> To recognise and use OS maps and symbols Describe the features found on an OS map To analyse evidence and draw conclusions about various locations Draw an accurate plan view 	
Suggested Fieldwork		<ul style="list-style-type: none"> Identifying and explaining variations in the quality of the environments pupils observe in the local area. 		
Resources		clipboards, cameras, local area maps	Atlases, OS maps, Rising stars geography	
Reading Texts		http://www.redhousepark.org.uk/	Shackleton's Journey by William Grill	

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YEAR 6		South America – The Amazon	Climate Change – Protecting The Environment	Our World In The Future
Term		Autumn	Spring	Summer
NC objectives	Locational	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	To be updated
	Place			
	Human & physical	Describe and understand key aspects of: <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water 	
	Skills & fieldwork	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Contextual knowledge		<ul style="list-style-type: none"> To know how changing patterns of weather at different locations around the world are impacting on the lives of real people To be able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people. To appreciate that, generally speaking, the poorer the people and communities are, that experience changes in weather patterns, the more serious the impact often is. To explore the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term.	<ul style="list-style-type: none"> describe some threats to the health of our planet name several common minerals describe some renewable and non-renewable energy sources explain several threats to wildlife/habitats understand ways to improve the health of our planet explain where minerals are found around the world explain the carbon cycle describe some threats to our oceans and how humans rely on them understand some advantages of marine protected areas (MPAs) understand some ways in which minerals can be developed sustainably understand that no one type of energy production will provide all the world's energy. 	
Key vocabulary		Wet season, Monsoon winds, Crop-failure, Trade winds, Insurance premium, Heatwave, Natural disaster, Accessibility	carbon cycle, conservation, environment, extinction, marine, minerals, MPA, non-renewable, renewable, sustainability	
Geographical Skills		<ul style="list-style-type: none"> Use 8 point compass points confidently Use 6 figure coordinates accurately to locate features on a map Use atlases to find out other features of places Use primary and secondary sources of evidence To recognise world map as a flattened globe 	<ul style="list-style-type: none"> Use 8 point compass points confidently Use 6 figure coordinates accurately to locate features on a map Create maps using aerial photographs and satellite images Suggest questions for investigating Use primary and secondary sources of evidence Use maps on internet sites e.g. digimap To recognise world map as a flattened globe To use atlas symbols 	
Fieldwork Skills		<ul style="list-style-type: none"> Collect and record evidence independently To analyse evidence and draw conclusions about various locations To use atlas symbols 	<ul style="list-style-type: none"> Collect and record evidence independently To analyse evidence and draw conclusions about various locations Draw a sketch of topic studied Describe the features found on an OS map 	
Suggested Fieldwork			School grounds: how could school be made more sustainable?	
Resources		Atlases and Rising stars geography	Atlases, OS maps and Rising stars geography	
Reading Texts		Silly Human	Earth's Resources by Izzi Howell	