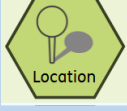


GEOGRAPHY

KNOWLEDGE + SKILLS BASED

	 Topics	 Locational Knowledge	 Place Knowledge	  Human and Physical Geography	 Geographical skills and Fieldwork
Reception Understanding the world	<u>World Study</u> Australia  <u>Local Study</u> School  <u>ENVIRONMENTAL study</u> Caring for our Environment 	Knowing where we live Awareness of places Using positional language Comparing places Understanding basic maps	Recognise familiar places (home, school, park, shop) Describe places using everyday language e.g. it has a slide, there are trees. Compare places in a simple way e.g. my house is small but my grandparents' house is big Talk about places beyond their immediate experiences (Through stories, videos, photographs)	Describe their immediate environment using knowledge from observations, discussion, stories nonfiction texts and maps Identify some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Observations – Going on a walk and talking about what they see Direction – Using language like left, right, next to , behind and near Drawing maps – Drawing a picture of their route to school , classroom, layout, or the outdoor area Positional language - saying where things are e.g. the tree is next to the bench Using simple maps – Follow picture maps in a story or treasure hunt Recording findings – Taking photos with tablets or drawing what they found outside

GEOGRAPHY

Year 1

World Study

Arctic and Antarctic



Local Study

Hester's Way



ENVIRONMENTAL study

Waste and Recycling



Recognise that the world is made of land and water

Begin to name some continents and all Oceans

Recognise the UK as a country made up of smaller countries
Know the name of the country they live in

Recognise that the UK is surrounded by water

Locate their country on a map
Recognise simple map symbols

Distinguish land and sea on a map

Begin to recognise features of their local area

Be introduced to contrasting areas outside of the UK

Notice obvious difference e.g. weather, homes, clothing

Describe their local area using basic terms e.g. houses, shops, fields

Talk about pictures/videos of different places

Use basic Geographical vocabulary to refer to:

Physical Features:

Beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

Human Features:

city, town, village, factory, farm, house, office, port, harbour, shop

Physical Geography Study

Weather and Water

Bodies

Observe and describe different types of weather

Identify seasonal changes and how weather varies across the year

Understand how weather affects daily life including clothing, travel, and outdoor activities

Use a simple weather chart with symbols

Recognise and names sea, oceans ,river lakes and ponds

Use world maps, atlases and globes

Use simple compass directions (N,S,E,W) 4 points

Begin to understand that photographs can be taken from above

Identify basic features in familiar places e.g. playground, school, road

Match an aerial photo to a real place

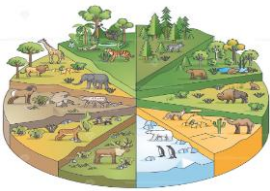
Create a simple map and use basic symbols in a key

Recognise features of the school environment

Begin to notice what is around the school

Use positional language e.g. next to and behind

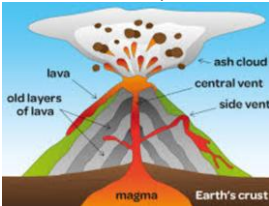
GEOGRAPHY

				Understand the difference between fresh water and salt water Identify water on a map 	
Year 2	<u>World Study</u> Caribbean  <u>Local Study</u> Cheltenham  <u>ENVIRONMENTAL study</u> Urbanisation and habitats 	Name and locate all 7 continents and 5 Oceans on a map of the world Name, locate and identify the 4 countries in the UK Name and locate capital cities of the UK Name and locate 2 surrounding seas	Understand geographical similarities and differences through studying a small area of the UK and a small area in a contrasting non-European country Compare and contrast locations using a map, photo and simple data using basic geographical vocabulary to describe features Begin to express simple reasons for similarities and differences e.g. its hotter there because its nearer the equator	Use basic Geographical vocabulary to refer to: <u>Physical Features:</u> Beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather <u>Human Features:</u> city, town, village, factory, farm, house, office, port, harbour, shop <u>Physical Geography Study</u> <u>Landforms</u> Identify and name common natural landforms e.g. hills, mountains, valleys, plains, cliffs, Islands Recognise landforms in the local area Locate landforms on a map or a globe	Use world maps, atlases and globes Use simple compass directions (N,S,E,W) 6 points Know the difference between an aerial photo and a map Recognise and name key features in an aerial image and a map e.g. river, road Identify symbols and keys on a simple map Use aerial photos to describe places Recognise human and physical features Record what they see using charts such as tally charts, sketches and labels Create a simple map using symbols and a key

GEOGRAPHY

				Understand how landforms affect human activity 	
Year 3	<u>World Study</u> Africa  <u>Local Study</u> Gloucestershire /UK  <u>ENVIRONMENTAL study</u> Climate Change 	Locate the UK and its surrounding countries Identify major world continents and oceans Name capital cities Use a map and atlas to locate places Begin to use compass directions and grid references Name and locate England, Scotland, Wales and Ireland on a map Identify and locate London, Edinburgh, Cardiff and Belfast Know compass points N\S\E\W to describe location Recognise rivers and mountains as natural features	Compare a UK area to another country Compare using simple features such as hills, rivers, climate, houses, jobs, schools, transport, weather Look for similarities and differences Use a map to locate both places	Describe and Understand Physical Geography: Climate Zones, biomes, vegetation belts, rivers, mountains, Volcanos, Earthquakes, water cycle Human Geography: Types of settlements and land use, Economic activity including trade links, distribution of natural resources (food, energy, minerals and water) <u>Physical Geography Study</u> <u>Volcanos and Earthquakes</u> Understand what volcanos/Earthquakes are Name famous volcanos Explain how and why Volcanos erupt	Use of maps, atlases. Globes and digital mapping Use compass points and grid references (four and six figure) Fieldwork to observe, measure, record and present human and physical features using a range of methods (sketch maps, plans, graphs, digital technology)

GEOGRAPHY

		Understand the earth is round and can be represented as a globe Identify the equator as the imaginary line around the middle of the earth Understand the idea of Northern and Southern hemisphere in simple terms - above and below the equator		Explain the impact on people and the environment (positive and negative) Locate tectonic Zones on a map Understand the difference between landforms such as Mountains, hills. Valleys, volcanos, Earthquakes  The diagram illustrates a volcano with labels for its various parts: 'lava' (molten rock flowing from the top), 'ash cloud' (a cloud of ash and gas rising from the top), 'central vent' (the main opening), 'side vent' (a secondary opening), 'old layers of lava' (previous eruptions), 'magma' (molten rock below the vent), and 'Earth's crust' (the solid outer layer of the Earth).	
Year 4	World Study Asia (India)  Local Study UK comparison study 	Local more continents on a world map Name some countries Begin to identify environmental regions e.g. rainforest, deserts Use an atlas and digital maps to find cities, countries and regions Compare environmental regions and their features Locate all capital cities and major UK cities such as	Compare a rural area and an urban area in UK Compare UK to another country Compare using features such as Human and Physical	Describe and Understand Physical Geography: Climate Zones, biomes, vegetation belts, rivers, mountains, Volcanos, Earthquakes, water cycle Human Geography: Types of settlements and land use, Economic activity including trade links, distribution of natural resources (food, energy, minerals and water) Physical Geography Study The Water Cycle	Use of maps, atlases. Globes and digital mapping Use compass points and grid references (four and six figure) Fieldwork to observe, measure, record and present human and physical features using a range of methods (sketch maps, plans, graphs, digital technology)

GEOGRAPHY

	<u>ENVIRONMENTAL study</u> Ocean Pollution 	Birmingham, Manchester, Glasgow Liverpool, Bristol Name and locate major rivers Name and locate mountain ranges Use simple grid references on a map Introduce latitude as lines running across the Earth Introduce longitude as lines running up and down the Earth Reinforce Knowledge of the Equator Recap hemisphere and introduce Western and Eastern		Understand the water cycle Understand how the water cycle shapes rivers, mountains and coasts The cycles role in weather patterns and climate How people interact with water e.g. floods, droughts, irrigation Understand the difference between water related features such as rivers. Lakes, seas and oceans, waterfalls, coasts 	
Year 5	<u>World Study</u> South America 	Locate a wide range of world countries across continents Understand time zones , tropics, and climate zones Know some physical features e.g. major mountains ranges, rivers Use longitude, latitude, tropics. And time zones when reading a map	Compare worldwide regions e.g. Amazon Rainforest and New York City Revisit a previously studied UK region and compare to contrasting one e.g. London and the Scottish Highlands Compare Physical and Human Features	Describe and Understand Physical Geography: Climate Zones, biomes, vegetation belts, rivers, mountains, Volcanos, Earthquakes, water cycle Human Geography: Types of settlements and land use, Economic activity including trade links, distribution of natural	Use of maps, atlases. Globes and digital mapping Use compass points and grid references (four and six figure) Fieldwork to observe, measure, record and present human and physical features using a range of methods (sketch maps, plans, graphs, digital technology)

GEOGRAPHY

Year 6	Local Study UK comparison study  ENVIRONMENTAL study Deforestation 	Identify and describe patterns in physical and human geography Compare UK cities by size, location Explore characteristics such as rural, urban, , coastal Begin using 4 figure grid references, scale and symbols Understand how latitude and longitude form a grid that can pinpoint locations Use simple coordinates Identify Artic and Antarctic on a globe and map and understand these are polar regions Introduce climate zones	e.g. mountain, rivers weather, wildlife, population, jobs, homes. Transport Use data and Images Temperature charts, land maps	resources (food, energy, minerals and water) Physical Geography Study Biomes Define a Biome Identify key Biomes – Rainforest, Deserts, Savanna, Tundra, Temperate forest Describe climate characteristics of major Biomes using key vocabulary e.g. precipitation, temperature, humidity Identify wildlife that live in a variety of Biomes Use maps to identify Biomes Recognise how Human activity affect Biomes e.g. deforestation Explore how people adapt to live in different Biomes 	
	World Study China study	Local key global cities and world countries	Full comparison study:	Describe and Understand Physical Geography:	Use of maps, atlases. Globes and digital mapping

GEOGRAPHY

	 Local Study UK and Islands comparison study  ENVIRONMENTAL study Biodiversity Loss 	Identify significant environmental and economical regions Understand how physical features influence human activity Accurately use maps atlases and digital maps to compare places Accurately name and locate countries in UK, capitals, major cities Place features within context – Manchester is in the North West of England Use 4 digit grid reference maps with confidence Use digital maps Use coordinates to locate global places Understand why time zones exist due to the Earth's rotation Compare time zones in two different countries Link hemispheres and tropics to seasons and climate differences	One UK region compared to European Region and Worldwide region Explore how regions are changing , climate, tourism Use maps, tables, graphs, and written reports Use comparative language such as similar to, different from, more/less	Climate Zones, biomes, vegetation belts, rivers, mountains, Volcanos, Earthquakes, water cycle Human Geography: Types of settlements and land use, Economic activity including trade links, distribution of natural resources (food, energy, minerals and water) Physical Geography Study Vegetation Belts Understand and explain what vegetation belts are Identify and locate major global vegetation belts using maps Describe the characteristics of vegetation belts Understand how climate influences vegetation Explore links between Vegetation belts and Biomes Evaluate the importance of protecting natural vegetation belts for biodiversity and climate regulation	Use compass points and grid references (four and six figure) Fieldwork to observe, measure, record and present human and physical features using a range of methods (sketch maps, plans, graphs, digital technology)
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GEOGRAPHY

					
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