

**Geography - Early Years Foundation Stage**

|                | <b>Early Years Foundation Stage Curriculum</b>   | <b>Activities</b>   | <b>Trips and Visits</b>   | <b>Texts</b>  |
|----------------|--|---|---|---|
| <b>Nursery</b> | <p><b><u>Three and Four Year Olds (Nursery)</u></b></p> <p><b><i>Understanding of the world</i></b><br/>Uses all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</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><b><i>Mathematics</i></b><br/>Understand position through words alone. For example, "The bag is under the table" - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> | <p>Encourage children to explore map making through child initiated activities i.e. treasure maps, minibeast hunts, seasonal walks etc.</p> <p>World maps displaying where our families come from in every classroom with references often made throughout the school year.</p> <p>Observations of daily weather, seasonal changes, plants and minibeasts, what can you see? Etc.</p> | <ul style="list-style-type: none"> <li>• Local environment - walk to Hodgkin Park to look at seasonal changes, library.</li> <li>• Nature walk - Jesmond Dene.</li> <li>• Wider world beaches - Whitley Bay, South Shields.</li> <li>• Scotswood Gardens (with age appropriate objectives and activities).</li> </ul> | <ul style="list-style-type: none"> <li>• Find Your Way - First Facts (big book)</li> <li>• Barnaby Bear's Atlas - Tony Richardson (big book)</li> <li>• Whatever Next! - Jill Murphy</li> <li>• Blue Penguin - Petr Horacek</li> <li>• Mr Gumpy's Outing - John Burningham</li> <li>• We're going on a bear hunt - Vivien French</li> <li>• What The Ladybird Heard? What the Ladybird - Julia Donaldson</li> <li>• What The Ladybird Heard NEXT - Julia Donaldson</li> <li>• The Gruffalo - Julia Donaldson</li> <li>• The Gruffalo's Child - Julia Donaldson</li> </ul> |

|                  | <i>Early Years Foundation Stage Curriculum</i>   | <b>Activities</b>   | <b>Trips and Visits</b>  | <b>Texts</b>   |
|------------------|--|---|--|--|
| <b>Reception</b> | <p><b><u>Four and Five year olds (Reception)</u></b></p> <p><i>Understanding of the world</i></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>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><b><u>Early Learning Goals (ELG)</u></b></p> <p><i>People and Communities</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this</p> | <p>Comparing objects - natural and found objects, leaves. Comparing the weather/seasons - changes to ice/snow etc.</p> <p>Using birds eye view photographs and local maps to locate landmarks i.e. the church, Hodgkin park.</p> <p>Making own maps looking at the immediate environment i.e. classroom and garden, to the local post office.</p> <p>Using a globe to locate our country, look at photographs, videos to compare our local area to another country i.e. desert, mountains etc. Visiting city centre, farm and coastline to compare and contrast.</p> <p>Mini beasts</p> | <ul style="list-style-type: none"> <li>• Local environment - walk to Benwell shops, library visit.</li> <li>• Bridges along the quayside.</li> <li>• Broxfield Farm - looking at rural areas, exploring woodland, animals in the environment,</li> <li>• Scotswood gardens (with age appropriate objectives and activities)</li> </ul> | <ul style="list-style-type: none"> <li>• Mapwork 1 - Wayland (big book)</li> <li>• Seasons - Monica Hughes (big book)</li> <li>• Oliver's Vegetables - Vivien French (story sack)</li> <li>• The Train Ride - June Crebbin</li> <li>• William and the Night Train - Mij Kelly</li> <li>• Handa's Surprise - Eileen Browne</li> <li>• Immi - Karin Littlewood</li> <li>• The Jolly Postman - Janet and Allan Ahlberg</li> </ul> |

country and life in other countries, drawing on knowledge from stories, non fiction texts and (when appropriate) maps.

***The Natural World***

Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

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Geography - Key Stage One

| Year Group | NC Programme of study  | Topics  | Trips and Visits  | Texts  |
|------------|--|---|---|--|
| Year 1     | <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries of the United Kingdom.</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom.</li> </ul> <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> <li>use simple locational and directional language [for example, near and far; left and right], to</li> </ul> | <p><b>The United Kingdom</b><br/>Use maps to locate UK, focus on four countries and characteristics.</p> <p>Local area/school.<br/>Buildings in city local area/rural area.</p> <p><b>All About Me / Seasons</b></p> <p>Map of school/route to school.</p> <p>Aerial photos of local area to recognise landmarks human/physical features.</p> <p>Map of the school grounds.</p> <p>Observe, compare and contrast season over time.</p> <p><b>Where in the World?</b></p> <p>Location of hot and cold areas of the world - animals, climate.</p> | <p>Hodgkin Park</p> <p>Broxfield Farm</p> <p>Howick Hall</p> <p>Newcastle city centre</p> | <p>The Queen's Knickers</p> <p>Tree : Seasons Come, Seasons Go. Patricia Heggarty and Britta Tekentrup.</p> <p>Town Mouse and Country Mouse</p> <p>Handa's Surprise</p> <p>Handa's Hen</p> |

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|                      | <p>describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>▪ use world maps, atlases and globes to identify the United Kingdom and its countries and countries studied.</li> <li>▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>▪ devise a simple map; and use and construct basic symbols in a key</li> <li>▪ use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> </ul> | <p>Land features using appropriate vocabulary.</p> |  |  |
| <p><b>Skills</b></p> |  |  |  |  |
|                      | <p><b><u>Geographical enquiry</u></b></p> <p>Ask simple questions e.g. Where is this place? What is it like and why? How and why is it changing? How does this place compare with another? How and why are places connected?</p> <p>To investigate the surroundings of the school grounds.</p>   |  |  |  |

**Map work**

Make memory maps with simple personal keys/titles/directions.

Link personal pictorial key to symbols.

Draw a pictorial map of a place.

Use a simple map to move around school.

Name local places on a map of local area.

Label a map of the UK with the 4 countries.

Use a junior atlas to locate a country.

| Year Group | NC Programme of study  | Topics  | Trips and Visits  | Texts   |
|------------|--|---|---|---|
| Year 2     | <p><a href="#">Locational Knowledge</a></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of capital cities of the United Kingdom and its surrounding seas.</li> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><a href="#">Place knowledge</a></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><a href="#">Human and Physical Geography</a></p> <ul style="list-style-type: none"> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> | <p><b>Local Area Study - Local Landmarks</b><br/><b>Scotswood/Benwell</b></p> <p>Map of Hodgkin Park / route to Hodgkin Park from school with a simple key.</p> <p><b>Bamburgh - Lizard Island (Australia links)</b></p> <p>Bamburgh coastline compared with the Lizard Island and the Great Barrier Reef, Australia. <i>Human and Physical features of the coastline.</i></p> <p>Use aerial photos of Australia &amp; Bamburgh to recognise landmarks and human/physical features.</p> <p><b>Oceans and Continents</b></p> <p>Naming and locating the world's seven continents and five oceans</p> | <p>Bamburgh - Grace Darling Museum.</p> <p>Northumberland coastline</p> <p>Related places in Scotswood</p> <p>Local lighthouses - Whitley Bay, Souter</p> | <p>How a Lighthouse Works (human and physical features)</p> <p>Hello Lighthouse (human and physical features)</p> <p>The Lighthouse Keeper (human and physical features)</p> <p>Non-fiction texts about Australia, Great Barrier Reef and Lizard Island.</p> <p>The Storm Whale</p> |

Geographical skills and field work

- use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
- 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 the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Skills

### Geographical enquiry

Ask and answer geographical questions (such as: What is this place like? What do people do in this place? How has this place changed?).

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

### Map work

Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Label a map of the world with the continents and oceans.

Use a junior atlas, world map or globe to locate countries, continents and oceans studied.

Geography - Key Stage Two

| Year Group | NC Programme of study  | Topics  | Trips and Visits   | Texts                   |
|------------|--|---|--|-------------------------|
| Y3         | <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>▪ 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).</li> </ul> <p><i>Place knowledge</i><br/>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 (Italy).</p> | <p><b>(European Country - Italy)</b></p> <p>Locating the country on a map, looking at key physical and human features and investigating similarities and differences. Links with volcanoes (Etna, Stromboli, Vesuvius)</p> <p><b>Lord Armstrong (Local Area Study)</b></p> <p>Exploring and investigating geographical features of local area including map skills.</p> | <p>Local food bank.</p> <p>North East Coast</p> <p>Woodhorn Museum</p> <p>Farm visit</p> <p>Hodgkin Park, Scotswood Road, Hadrian's Wall, Benwell Temple (History links)</p> | <p>Eyewitness Italy</p> |

### *Human and physical geography*

- describe and understand key aspects of:
  - 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.

### *Geographical skills and fieldwork*

- 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.

| Year Group | NC Programme of study   | Topics   | Trips and Visits                      | Texts  |
|------------|---|--|---------------------------------------|--|
| Year 4     | <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>▪ 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>▪ 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 (Spain).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of: <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> </li> </ul> | <p><b>Local Area (Armstrong Road)</b></p> <p>Describe and understand key aspects of physical geography. Volcanoes linked to English lessons (Pebble in my pocket)</p> <p>Use fieldwork to observe, measure, record and present human and physical features in the local area.</p> <p><b>European country study (Spain)</b> - locate on a map, focussing on key physical and human characteristics. Geographical similarities and differences</p> <p>Identifying the position and significance of latitude, longitude, equator and the hemispheres.</p> <p><b>All Around The World</b><br/>Identifying the position and significance of latitude,</p> | <p>Armstrong Road</p> <p>Cragside</p> | <p>Pebble in my pocket (CLPE English link) (Meredith Hooper)</p> <p>Pugs of the Frozen North (Philip Reeve and Sarah McIntyre)</p> |

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|  | <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> | <p>longitude, equator and hemispheres.</p> |  |  |
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| Year Group | NC Programme of study   | Topics   | Trips and Visits  | Texts   |
|------------|---|--|---|---|
| Year 5     | <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>▪ 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)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America.</li> </ul> | <p><b>Running Wild</b></p> <p>Climate zones, vegetation belts and biomes<br/>Region of south America (Brazil)</p> <p>Rainforests, climate zones, vegetation belts and biomes</p> <p><b>South America</b></p> <p>Physical and Human features</p> <p><b>Ancient Greece</b></p> <p>Human and physical features of Greece<br/>Mountain ranges</p> <p><b>Local Area Study (Newcastle River Tyne and Bridges)</b></p> <p>Explore and investigate the geographical features of our local area - bridges walk.</p> | <p>River Tyne</p> <p>Tynemouth, South Shields.</p> <p>Ferry across River Tyne.</p> <p>Ouseburn.</p> | <p>Running Wild (Michael Morpugo)</p> <p>Wild Animals of the South, (Dieter Braun)</p> <p>The Explorer (Katherine Rundell)</p> <p>National Geographic<br/>Lonely planet</p> |

### *Human and physical geography*

- describe and understand key aspects of:
  - 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

### *Geographical skills and fieldwork*

- 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.

| Year Group | NC Programme of study  | Topics  | Trips and Visits   | Texts  |
|------------|--|---|--|--|
| Year 6     | <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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)</li> </ul> <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of: <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> </li> </ul> | <p><b>Local Area</b><br/>Map work and fieldwork of local area. Ordinance survey maps.</p> <p><b>Extreme Earth</b><br/>North America.</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p> <p><b>Trade and Economics</b><br/>Human geography, including: economic activity e.g. trade links. The distribution of natural resources including energy, food, minerals and water. (Fairtrade)</p> | <p>Nissan plant (Trade and Economics)</p> <p>Visit to/from the British Red Cross charity</p> <p>Local area</p> | <p>Floodland (Marcus Sedgwick)</p> <p>Survivors (David Long &amp; Kerry Hyndman)</p> <p>If all the World were a village (David J. Smith)</p> <p>Flood (Alvaro F. Villa)</p> <p>Hurricane (David Wiesner)</p> <p>Holes by (Louis Sachar)</p> <p>Everything: Volcanoes and Earthquakes by National Geographic Kids</p> |

- 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

*Geographical skills and fieldwork*

- 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.

## Geography Skills Progression

|  | Y3  | Y4  | Y5  | Y6   |
|--|---|---|---|--|
| <b>Geography Enquiry</b>                             | <ul style="list-style-type: none"> <li>• Begin to ask/initiate geographical questions.</li> <li>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>• Investigate places and the themes at more than one scale.</li> <li>• Begin to collect and record evidence.</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Extend to satellite images, Ariel photographs. Investigate places and themes at more than one scale.</li> <li>• Collect and record evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to suggest questions for investigating.</li> <li>• Begin to use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scales; contrasting and distant places.</li> <li>• Collect and record evidence unaided.</li> <li>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Suggest questions for investigating.</li> <li>• Use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scales; contrasting and distant places.</li> <li>• Collect and record evidence unaided.</li> <li>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations.</li> </ul> |
| <b>Geographical skills and fieldwork (Fieldwork)</b> | <ul style="list-style-type: none"> <li>• Gather information,</li> <li>• Ask geographical questions.</li> <li>• Use a simple database to present findings from fieldwork. Record findings from fieldtrips.</li> <li>• Use a database to present findings.</li> <li>• Use appropriate terminology.</li> <li>• Sketching.</li> <li>• Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. Audio/Visual Select views to photograph.</li> <li>• Add titles and labels giving date and location information. Consider how photos provide useful evidence use a camera independently.</li> <li>• Locate position of a photo on a map.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Gather information.</li> <li>• Ask geographical questions.</li> <li>• Use a simple database to present findings from fieldwork. Record findings from fieldtrips.</li> <li>• Use a database to present findings.</li> <li>• Use appropriate terminology.</li> <li>• Sketching.</li> <li>• Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</li> <li>• Audio/Visual Use sketches as evidence in an investigation. Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.</li> <li>• Audio/Visual.</li> <li>• Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.</li> <li>• Use photographic evidence in their investigations.</li> <li>• Evaluate the usefulness of the images.</li> </ul> |  |

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| <p><b>Geographical skills and fieldwork (Map Skills)</b></p> | <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Follow a route on a map with some accuracy.</li> <li>Locate places using a range of maps including OS &amp; digital.</li> <li>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</li> <li>Use four figure compasses, and letter/number coordinates to identify features on a map.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the UK on a variety of different scale maps.</li> <li>Name &amp; locate the counties and cities of the UK.</li> </ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"> <li>Try to make a map of a short route experiences, with features in current order.</li> <li>Create a simple scale drawing.</li> <li>Use standard symbols, and understand the importance of a key.</li> </ul> | <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Follow a route on a map with some accuracy.</li> <li>Locate places using a range of maps including OS &amp; digital.</li> <li>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</li> <li>Use four figure compasses, and letter/number coordinates to identify features on a map.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Locate Europe on a largescale map or globe.</li> <li>Name and locate countries in Europe (including Russia) and their capitals cities.</li> </ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"> <li>Recognise and use OS map symbols, including completion of a key and understanding why it is important.</li> <li>Draw a sketch map from a high viewpoint.</li> </ul> | <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Compare maps with aerial photographs. Select a map for a specific purpose.</li> <li>Begin to use atlases to find out other information (e.g. temperature).</li> <li>Find and recognise places on maps of different scales.</li> <li>Use 8 figure compasses, begin to use 6 figure grid references.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries; focus on North &amp; South America.</li> <li>Identify the position and significance of lines of longitude &amp; latitude.</li> </ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Draw a sketch map using symbols and a key.</li> <li>Use and recognise OS map symbols regularly.</li> </ul> | <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Follow a short route on an OS map.</li> <li>Describe the features shown on an OS map. Use atlases to find out data about other places. Use eight-figure compass and 6-figure grid reference accurately.</li> <li>Use lines of longitude and latitude on maps.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</li> </ul> <p><b>Making maps</b></p> <ul style="list-style-type: none"> <li>Draw plans of increasing Complexity.</li> <li>Begin to use and recognise atlas symbols.</li> </ul> |
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## Geographical Vocabulary

| Key Geography Vocabulary: |  |  |  | Other useful words for this age group - may be recap on previous key vocabulary or new words to introduce   | Challenge for this age group   |
|---------------------------|--|--|--|---|--|
|                           | Human features   | Physical features  | Specific content<br>Geographical map skills and fieldwork  |   |  |
| <b>EYFS</b>               | building<br>town<br>farm<br>road<br>park<br>path<br>people   | beach<br>sea<br>lake<br>river<br>desert<br>mountain / hill<br>countryside forest / wood<br>weather seasons   | map<br>local<br>place<br>globe<br>positional language - in, out, on, off, under, over, behind, in front, next to,  | village<br>city<br>shop<br>land<br>house<br>motorway language world<br>water<br>pond  |  |
| <b>KS1</b>                | Human<br>As above plus...<br><br>key human features,<br>city,<br>town,<br>village, factory,<br>farm,<br>house,<br>office,<br>port,<br>harbour,<br>shop,<br>Capital city,<br>Country, | Physical<br>As above plus...<br><br>key physical features,<br>beach,<br>cliff,<br>coast,<br>forest,<br>hill,<br>mountain,<br>sea,<br>ocean,<br>river,<br>soil,<br>valley, vegetation,<br>season, autumn, winter,<br>spring, summer,<br>weather,<br>marine, | As above plus...<br><b>name and locate the world's 7 continents and five oceans</b><br>Asia<br>Africa<br>North America<br>South America<br>Antarctica<br>Australia/ Oceania/<br>Australasia<br>Europe<br>Arctic<br>Southern,<br>Pacific<br>Atlantic<br>Indian<br><b>name, locate and identify characteristics of the 4 countries and capital cities of</b> | As above plus...<br>Environment<br>recycle<br>compass<br>compass points: East North South West<br>fieldwork<br>plan<br>aerial photograph<br>map key symbols<br>equator<br>hot/cold<br>direction<br>key<br>Country<br>Continent<br>globe<br>atlas<br>address<br>right, left, near, far | scale<br>route planner<br>grid<br>vegetation<br>urban rural<br>challenge<br>diverse places,<br>resources and natural and human environments, |

|                              |   |   |  |   |  |
|------------------------------|---|---|--|---|--|
|                              |   |   | <p><b>the United Kingdom and its surrounding seas</b><br/> England<br/> Scotland<br/> Wales<br/> N. Ireland<br/> Belfast<br/> Cardiff<br/> Edinburgh<br/> London<br/> North/Irish/Celtic Seas<br/> English Channel<br/> United Kingdom</p> | <p>patterns<br/> characteristics<br/> surrounding seas<br/> contrasting non-European</p>  |  |
| <p><b>Lower<br/> KS2</b></p> | <p>Human geography<br/> As above plus...<br/> Urban region<br/> Europe<br/> Country<br/> County<br/> Economy<br/> Trade<br/> Energy</p> | <p>Physical geography<br/> As above plus...<br/> Landscape<br/> Hills and mountains<br/> N.B. including the UK names e.g. Pennines<br/> Grampians,<br/> Cambrians<br/> Southern Uplands<br/> Cotswolds<br/> North and South Downs etc.)<br/> coast<br/> Rural<br/> Climate<br/> Erosion<br/> deposition<br/> earthquake<br/> volcano<br/> water cycle</p> | <p>As above plus...<br/> Observe<br/> measure /record<br/> Environmental<br/> Region<br/> Compass points: NW NE SE SW<br/> Ordnance Survey map/ Scale<br/> 4 figure grid reference<br/> Minerals</p>                                       | <p>As above plus...<br/> globally significant<br/> Land use<br/> Mountains<br/> river features<br/> equator hemisphere<br/> food chain<br/> Differences/similarities<br/> Compare/ contrast<br/> City/country/continent<br/> Atlas/map/globe<br/> United Kingdom<br/> Great Britain<br/> Condensation<br/> Evaporation<br/> Change/ effect<br/> Interaction between physical and human processes<br/> Formation</p> | <p>Latitude<br/> Longitude<br/> Tributary confluence<br/> meander<br/> estuary<br/> source<br/> mouth<br/> Topographical<br/> Services<br/> Precipitation<br/> Tropics of Capricorn and<br/> Cancer<br/> terrestrial</p> |

|                      |   |   |   |   |                           |
|----------------------|---|---|---|---|---------------------------|
|                      |   | Alps<br>Geology<br>Minerals and rock types<br>e.g<br>Chalk,<br>Slate<br>Granite<br>Sandstone<br>Biomes/ Vegetation belts<br>e.g. Tundra<br>Coniferous & Deciduous<br>Forest<br>Mediterranean<br>Mountainous<br>Desert |   | interconnected and change over time.  |                           |
| <b>Upper<br/>KS2</b> | As above plus...<br>Trade<br>Deforestation<br>Derelict<br>Economy | As above plus...<br>Tributary confluence<br>meander<br>ox bow estuary<br>mouth source<br>biomes<br>climate zones  | As above plus...<br>Analysis of data<br>Global warming<br>Latitude<br>Longitude<br>North/ South hemisphere<br>Tropics of Capricorn and Cancer<br>Time differences | As above plus...<br>spatial variation<br>vegetation<br>Erosion<br>deposition<br>Headland<br>Resort<br>Cliff<br>Bay<br>delta<br>Geographical influences /<br>significance<br>6 figure grid reference<br>Climate change<br>Ordnance Survey<br>Geographical Information<br>Systems | Relief<br>Digital mapping |