

## Geography

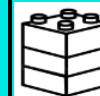
### Bridgewater Primary School

#### Progression of Knowledge and Skills



#### New Knowledge

New knowledge and learning introduced to the children.



#### Prior Learning

Building on the children's prior knowledge.



#### Making Links

Making links with prior learning.



#### Revisiting

Revisiting prior knowledge and learning.

### National Curriculum Subject Content

Strand	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Early Years Foundation Stage	<ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routed and locations, using words like 'in front of' and 'behind'.</li> <li>The world is made up of different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Explore the natural world around them.</li> <li>Where they live is unique to them and their family.</li> </ul>	<ul style="list-style-type: none"> <li>Use all of their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>That there are key words/vocabulary associated with human and physical geography.</li> <li>That we need to change what we do/wear in response to the climate.</li> <li>Understand some important processes and changes in the natural world.</li> <li>Know similarities and differences between the natural worlds around them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand position through words alone. For example "The bag is under the table".</li> <li>Draw information from a simple map.</li> <li>That positional language and directions can tell us where to go.</li> <li>Use a range of sources such as simple maps, photographs, magnifiers.</li> <li>Be able to draw on their experiences and what has been read in class.</li> </ul>

<b>Key Stage One</b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries of the United Kingdom</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<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, of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features including: city, town, village, factory, farm, house office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</li> <li>Use aerial photos 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.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> </ul>
<b>Strand</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Skills and Fieldwork</b>
<b>Key Stage Two</b>	<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</li> </ul>	<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</li> </ul>	Describe and understand the 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>	<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</li> </ul>

	<p>characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> <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>region within North or South America.</p>	<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>knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <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>
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## EARLY YEARS FOUNDATION STAGE

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 for reading comprehension.

### NURSERY

#### Autumn Term

#### Autumn / Are We all the Same?



- Uses all of their senses in hands-on exploration of natural materials when investigating seasons autumn and winter. Opportunities in local school environment and wilderness garden local visits to park etc.
- Through an enquiry led question 'Are we all the same?' Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.

#### Key Vocabulary

Season, autumn, change, weather, hot, cold, wind, rain, snow, winter, school, clouds, family, city, Newcastle, then, now, country, world map, flag

#### Spring Term

#### Traditional Tales / Winter & Spring



- Uses all of their senses in hands-on exploration of natural materials when investigating seasons winter and spring. Opportunities in local school environment and wilderness garden and local visits to park etc.
- Through mathematics and other indoor & outdoor led activities understanding of position through words alone, encouraging children to describe a familiar route, such as to the dinner hall, to the computing suite, so the slide outdoors. Encouraging use of vocabulary such as 'in front of' and 'behind' etc.

#### Key Vocabulary

Season, winter, spring, change, weather, cold, wind, rain, ice, snow, frost, school, clouds, city, map, then, now, position, under, over, on top, next to, behind, inside, outside, route, job, career

#### Summer Term










#### Planting & Growing / Summer










- Uses all of their senses in hands-on exploration of natural materials when investigating the season summer.
- Whilst exploring the local environment, children to begin to understand the need to respect and care for the natural environment and all living things through opportunities such as minibeasts hunts, planting and growing, looking after our nursery garden and wilderness garden.
- Through mathematics and other indoor & outdoor led activities understanding of position through words alone, encouraging children to describe a familiar route, such as to the dinner hall, to the computing suite, so the slide outdoors. Encouraging use of vocabulary such as 'in front of' and 'behind' etc.








#### Key Vocabulary

Season, spring, summer, change, weather, sun, hot, cold, minibeasts, plant, growing, map, then, now, position, under, over, on top, next to, behind, inside, outside, route, rain,

RECEPTION		
<b>Autumn Term</b> <b>Who am I? /</b> <b>How do we celebrate?</b>   	<b>Spring Term</b> <b>Winter/Contrasting Environments</b> <b>(Immi – Canada / Handa – Africa)</b> <b>Do all traditional tales live happily ever after?</b>   	<b>Summer Term</b> <b>Healthy Bodies / Summer /</b> <b>Where do minibeasts live?</b>   
<ul style="list-style-type: none"> <li>Recognises some similarities and differences between life in this country and life in other countries through enquiry led question 'How do you celebrate?'.</li> <li>Exploring the natural world around them through a study of seasons autumn and winter and understand some of the important processes of the natural world around them, including the seasons and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Opportunities provided in local school environment and local area around school.</li> <li>To be able to compare a contrasting environment with our own – stories Immi and Handa's Hen.</li> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>Understands some important processes and changes in the natural world around them, including the season.</li> <li>Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</li> <li>Explore the natural world around them.</li> </ul>
<b>Key Vocabulary</b> Season, autumn, change, weather, hot, cold, wind, rain, snow, winter, school, clouds, family, city, Newcastle, then, now, country, celebrate, celebrations,	<b>Key Vocabulary</b> Seasons, winter, spring, weather, beach, sea, river, desert, mountain, hill, wood, building, town, farm, road, path, people, map, local, place, globe, world, up, down, next to, under, over, on top, behind, in front, travel, direction, Canada, Africa	<b>Key Vocabulary</b> Seasons, spring, summer, weather, beach, sea, park, garden, pond, woodland, wood, forest, countryside, hill, river, lake, beach, grow, natural, living

YEAR 1		
<b>Autumn Two</b>   	<b>Spring Two</b>  	<b>Summer Two</b>  
<b>Local Area (School)</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>	<b>The United Kingdom</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>	<b>Where in the world? Africa</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>
<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>The children will know where we live and be able to talk about some surrounding towns and villages.</li> <li>To children will know where our school is.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>The children will be able to understand what a physical and human feature is and be able to contrast them appropriately.</li> <li>They will explore physical and human features on our school grounds and be able to talk about them.</li> <li></li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To know how to observe what is in our school grounds and gather information by recording what they can see from aerial photographs and local walks around the grounds.</li> <li>To be able to locate Newcastle and our school on a map and be able to draw a simple map of our school grounds.</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>The children will be able to name and locate the four countries of the United Kingdom (England, Wales, Scotland &amp; Northern Ireland)</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>They will learn more about the four countries of the United Kingdom through enquiry based learning and other forms of research.</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>The children will know what a compass is and be able to use it including the compass points – North, East, South and West.</li> <li>They will use directional language including far, near, left, right when using a compass and map etc.</li> <li>To know what a globe, atlas and map is and how to use them appropriately to find the UK including the four UK countries.</li> </ul>	<b>Place Knowledge</b> <ul style="list-style-type: none"> <li>To understand what similarity and difference means and be able to talk about similarities and differences between Newcastle upon Tyne and a region of South Africa.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>To learn about different human and physical features in Newcastle upon Tyne and South Africa.</li> <li>They will begin to understand how to observe daily weather patterns and talk about the different types of weather experienced.</li> <li>To understand that our local weather can be different compared to elsewhere in the United Kingdom.</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To be able to confidently use maps and a globe to find locations including the United Kingdom and a region of Africa.</li> </ul>

<p><b>Key Vocabulary</b></p> <p>Newcastle upon Tyne, Tyne and Wear, map, county, physical feature, human feature, similarities, differences, local area, observation, aerial photos, weather, weather patterns, autumn.</p>	<p><b>Key Vocabulary</b></p> <p>Atlas, globe, map, United Kingdom, countries, England, Wales, Scotland, Northern Ireland, capital city, compass, compass points, North, East, South, West, left, right, far, near, weather, weather patterns, spring.</p>	<p><b>Key Vocabulary</b></p> <p>Similarity, difference, country, United Kingdom, continent, Africa, South Africa, physical, human, Tyne and Wear, Newcastle upon Tyne, weather, weather patterns, summer.</p>
<p><b>Key Geographical Skills the children will use throughout their study in Year 1</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise and describe the human and physical features of a place.</li> <li>• Begin to observe a location and discuss likes and dislikes.</li> <li>• Begin to analyse a source of information to describe the features of a location.</li> <li>• Begin to apply broader knowledge about locations when presenting information to a wider audience.</li> </ul>		
<p><b>Mapping skills in Year 1</b></p> <ul style="list-style-type: none"> <li>• Make memory maps with simple personal keys/titles/directions.</li> <li>• Link personal pictorial key to symbols.</li> <li>• Draw a pictorial map of a place.</li> <li>• Use a simple map to move around school.</li> <li>• Name local places on a map of local area.</li> <li>• Label a map of the UK with the 4 countries.</li> <li>• Use a junior atlas to locate a country.</li> </ul>		

YEAR 2		
<b>Autumn One</b>    <b>Local Area Study: Scotswood</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>	<b>Spring One</b>   <b>Oceans and Continents</b> <b>Key Concepts:</b> <i>Location &amp; Place / Cause &amp; Effect</i>	<b>Summer One</b>   <b>Bamburgh – Newcastle, Australia</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>
<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>The children will be able to name, locate and identify some key characteristics of our local area more specifically the local area surrounding our school (Scotswood)</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>The children will be able to identify common human and physical features of Scotswood and be able to talk about these key features.</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To know why we use a compass and the four points of the compass (North, South, East, West) and relate these points to a simple position on a map.</li> <li>To be able to competently use aerial photos and use them to recognise local landmarks and areas.</li> <li>The children will be able to create a simple map including with a key.</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>To know that there are four seas surrounding the United Kingdom and be able to locate them on a map.</li> <li>To learn about the seven continents on a map of the world (North America, South America, Europe, Antarctica, Africa, Asia &amp; Australasia) including the five oceans of the world which are Pacific, Atlantic, Arctic, Southern and Indian.</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>To know more about hot and cold areas in the world in relation to the equator.</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To know where the equator, North Pole and South Poles are on a globe and map.</li> <li>Be able to locate the surrounding seas of the United Kingdom on a map.</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>To know where Newcastle is situated in the local area in relation to the school and be able to locate Bamburgh on a map.</li> <li>To know where Newcastle, New South Wales is situated in Australia and in relation to the United Kingdom using maps and atlases.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>To be able to identify and be able to talk about the physical and human features of Bamburgh and compare and contrast the physical and human features of Bamburgh and Newcastle, Australia.</li> <li>To learn more about the different weather features/patterns of both areas in the United Kingdom and Australia.</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To be able to use a map, globe, atlases and digital maps to find and locate Bamburgh and Newcastle, Australia and other key features.</li> </ul>












<p><b>Key Vocabulary</b></p> <p>North, South, East, West, map, key, plan, aerial view, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Key Vocabulary</b></p> <p>United Kingdom, country, map, capital city, London, Belfast, Cardiff, Edinburgh, Newcastle, North Sea, Irish Sea, Celtic Sea, English Channel, continent, Europe, Asia, North America, South America, Australasia (Oceania), Antarctica, Africa, oceans, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean and Indian ocean, hot and cold regions, equator.</p>	<p><b>Key Vocabulary</b></p> <p>Newcastle, New South Wales, local area, United Kingdom, Northumberland, Great Barrier Reef, Australia, human and physical features, compare, contrast.</p>
<p><b>Key Geographical Skills the children will use throughout their study in Year 2</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe the human and physical features of a place and make simple comparisons.</li> <li>• Observe a location and discuss likes and dislikes</li> <li>• Analyse a source of information to describe the features of a location.</li> <li>• Apply broader knowledge about locations when presenting information to a wider audience.</li> </ul>		
<p><b>Mapping skills in Year 2</b></p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> <li>• Label a map of the world with the continents and oceans.</li> <li>• Use a junior atlas, world map or globe to locate countries, continents and oceans studied.</li> </ul>		

YEAR 3	
<b>Spring One &amp; Spring Two</b> <b>European Country (Southern) Italy</b> <b>Key Concepts:</b> <i>Location &amp; Place / Cause &amp; Effect / Decision Making</i>	<b>Summer One</b> <b>Our Local Area (Lord Armstrong)</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will be able to locate Italy on a world map.</li> <li>They will know about the border Italy shares with France, Switzerland, Austria and Slovenia.</li> <li>The children will learn about the capital city and be able to locate this on a map of Italy.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To children will be able to understand geographical similarities and differences with the United Kingdom and Italy.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>The children will be able to describe, analyse and understand the key physical and human features of Italy including that Italy is a volcanically active country, containing the only active volcanoes in mainland Europe.</li> <li>To be able to understand why Italy is a volcanically active country and learn about the three volcanoes in the country (Mount Etna, Stromboli and Mount Vesuvius)</li> <li>To know about the features and types of volcanoes</li> <li>They will learn about the significance some Italians have had throughout history and the importance and significance of Italian architectural landmarks. To learn about and help us understand how the physical environment influences ways in which people use the land whilst comparing and contrasting with an area of Italy.</li> <li>To understand and discuss the influence Italian culture has had on our own society here in the United Kingdom.</li> </ul> <p><b>Geographical Skills</b></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will be able to talk about and be able to locate places of significance in our local area including (e.g. Hodgkin Park, school, Scotswood Road/Bridge)</li> <li>To be able to locate sculptures in Hodgkin Park</li> </ul>

<ul style="list-style-type: none"> <li>Confidently use a variety of maps, atlases and globes to locate Italy and describe its features that are studied and be able to combine sources of information together to provide a broader picture of the location studied.</li> </ul>	
<p><b>Key Vocabulary</b></p> <p>Europe, Northern Hemisphere, Italian Republic, border, Roman Empire, culturally, economically, physical and human geography, tectonic plates, volcanoes, eruptions, rural, urban. Magma, ash cloud, lava, magma chamber, vent, tectonic plates, Earth's crust, active, dormant, extinct, ring of fire.</p>	<p><b>Key Vocabulary</b></p> <p>Fort, settlement, compass, remains, map, key, symbol, cardinal points, sculpture, local</p>
<p><b>Key Geographical Skills the children will use throughout their study in Year 3</b></p> <ul style="list-style-type: none"> <li>Begin to analyse the human and physical features of different localities.</li> <li>Observe a location and begin to record information.</li> <li>Begin to combine sources of information to provide a broader picture of the location (e.g. a map with additional sketches that highlight specific features).</li> </ul>	
<p><b>Mapping skills in Year 3</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>	

YEAR 4		
<b>Autumn Two</b> <b>Using Compasses</b> <b>Key Concepts:</b> <i>Location &amp; Place,</i>	<b>Spring One</b> <b>European Country (Northern)</b> <b>Norway</b> <b>Key Concepts:</b> <i>Location &amp; Place / Change</i>	<b>Summer One</b> <b>All Around The World</b> <b>Key Concepts:</b> <i>Location &amp; Place / Cause &amp; Effect</i>
<b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To be able to use a compass competently and to be able to use it to face N, S, E &amp; W and further NW, NE, SE &amp; SW.</li> <li>Be able to use compass directions to give and follow simple directions on a grid.</li> <li>Identify and give 4 figure grid references of objects on a grid.</li> <li>Identify and give 4 figure grid references of features/symbols on an OS local map.</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>The children will know where Norway is in relation to Europe and be able to locate Norway on a map.</li> <li>To be able to understand geographical similarities and differences of human and physical geography of Norway.</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>The children will know about the physical and human features of Norway.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>The children will be able to analyse these key physical and human features of different localities and compare these features with an area of the United Kingdom and Italy (Southern European)</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>To be able to locate Northern Europe and more specifically Norway on a globe and on a map.</li> <li>Be able to use this knowledge of locating to help describe features studied.</li> </ul>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>To know where the equator, Northern and Southern Hemisphere are on a map and globe.</li> <li>To know the location of the Prime Meridian and be able to know where Russia is located on map.</li> </ul> <b>Physical and Human Geography</b> <ul style="list-style-type: none"> <li>The children will understand why day and night occur and understand and know why we need to have different time zones.</li> </ul> <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>The children will be able to identify locations on a map when latitude and longitude are provided and identify latitude and longitude of a location on a map.</li> <li>Locate and identify Tropics of Cancer and Capricorn.</li> <li>Be able to find the local time in another city using time differences.</li> </ul>

<p><b>Key Vocabulary</b></p> <p>North, South, East, West, North West, North East, South East, South West, compass, direction, clockwise, anticlockwise, magnet, co-ordinates, grid reference, OS map</p>	<p><b>Key Vocabulary</b></p> <p>Europe, Norway, United Kingdom, map, atlas, globe, capital city, regions, coastline, physical geography, human geography, river, mountain, border, population, official language, , weather, climate, tourist, tourism,</p>	<p><b>Key Vocabulary</b></p> <p>Latitude, longitude, co-ordinates, Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica, Daylight hours, Tropics of Cancer, Tropics of Capricorn, tropical, climate, Prime Meridian, Greenwich, Meridian, Greenwich Mean Time, GMT, International date line, time zone.</p>
<p><b>Key Geographical Skills the children will use throughout their study in Year 4</b></p> <ul style="list-style-type: none"> <li>Analyse the human and physical features of different localities.</li> <li>Observe a location and record information through detailed sketches, questionnaires and surveys.</li> <li>Combine sources of information to provide a broader picture of a location or geographical process (e.g. a map with additional sketches that highlights specific areas)</li> <li>Summarise the different ways that people can improve or damage the environment.</li> </ul>		
<p><b>Mapping skills in Year 4</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 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>		

YEAR 5		
<p><b>Autumn One</b>   </p> <p><b>South America</b> <b>Amazon Rainforest</b> <b>Key Concepts:</b> <i>Location &amp; Place / Cause &amp; Effect / Decision Making</i></p>	<p><b>Spring One</b>   </p> <p><b>Greece</b> <b>Key Concepts:</b> <i>Location &amp; Place / Change</i></p>	<p><b>Summer One</b>   </p> <p><b>Local Area: The River Tyne</b> <b>Key Concepts:</b> <i>Location &amp; Place / Cause &amp; Effect</i></p>
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will know that the Amazon rainforest can be located in the continent of South America and can be found and located in nine different South American countries.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will be able to compare the climate to other climate zones around the world.</li> <li>To be able to understand the land use of the amazon rainforest including agriculture.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>The children will be able to describe the characteristics of the Amazon River, Rainforest and its climate.</li> <li>To know that deforestation is happening and explain reasons why it is happening, including the impacts this has on the environment and begin to identify and summarise different views about this.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will know where Greece is located within the northern and eastern hemispheres. The location within Europe and know about the border countries (Bulgaria, Albania, Turkey and North Macedonia).</li> <li>The children will learn about the sea's surrounding Greece and its islands.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will know that Greece is made up of Mainland Greece and the Greek islands.</li> <li>The children will know about the key characteristics of Greece.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>The children will be able to understand and explain how the key human features affect and influence Greece</li> <li>The children will be able to understand and explain how the key physical features affect and influence Greece.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To be able to locate the source of River Tyne and know where the River Tyne flows.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>The children will be able to talk about features of the upper, middle and lower course of the River Tyne and the processes involved throughout.</li> <li>The children will know about the main events that occur throughout the water cycle processes through observation and collection of different data sources and be able to explain how it works.</li> <li>They will be able to explain advantages and disadvantages for uses of the River Tyne.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>The children will be able to collect evidence through observation and sketch</li> </ul>

<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>The children will know that maps can be compared with aerial photographs and annotated.</li> <li>The children will begin to choose and select maps with a specific purpose in mind.</li> </ul>	<ul style="list-style-type: none"> <li>The children will be able to compare and contrast Greece with the United Kingdom and other countries, including previous European countries studied including Italy and Norway.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>The children will be able to print off digital maps in order to annotate, describe and explain features of Mount Olympus.</li> <li>The children will be able to produce sketch maps to explain key characteristics of mountain ranges and produce other graphs to record other key features including rainfall.</li> </ul>	<p>maps to collect data and be able to label and annotate to explain observations.</p> <ul style="list-style-type: none"> <li>The children will know that evidence can be analysed and evaluated to draw conclusions about the use of the River Tyne in modern days.</li> </ul>
<p><b>Key Vocabulary</b></p> <p>Brazil, Ecuador, Columbia, Peru, Guyana, French Guyana, Venezuela, Suriname, Bolivia, layers, emergent, canopy, understory, forest floor, habitat, equator, climate, tropic of cancer, mouth, source, tropical climate, temperate climate, biome deforestation, physical and human features, agriculture – logging, farming, cattle pastures, indigenous reserves, tribes, deforestation, soy, natural resources.</p>	<p><b>Key Vocabulary</b></p> <p>Human geography, physical geography, climate, natural, man-made, Europe, mainland, economy, export, import, precipitation, peninsula, landmark, summit.</p>	<p><b>Key Vocabulary</b></p> <p>Water cycle, evaporation, condensation, precipitation, source, mouth, upper course, middle course, lower course, erodes, deposition, confluence, tributary, estuary, meander, angler, soft rock, hard rock, dam, waterfall, reservoir.</p>
<p><b>Key Geographical Skills the children will use throughout their study in Year 5</b></p> <ul style="list-style-type: none"> <li>Begin to identify and summarise different views about a geographical issue.</li> <li>Collect information from a variety of sources and begin to analyse the results to identify patterns.</li> <li>Begin to combine a range of sources to provide a detailed picture of a location or geographical process.</li> </ul>		

- Begin to observe and explain some of the ways that human activities affect the environment.

### **Mapping skills in Year 5**

#### ***Using maps***

- Compare maps with aerial photographs. Select a map for a specific purpose.
- Begin to use atlases to find out other information (e.g. temperature).
- Find and recognise places on maps of different scales.
- Use 8 figure compasses, begin to use 6 figure grid references.

#### ***Map knowledge***

- Locate the world's countries; focus on North & South America.
- Identify the position and significance of lines of longitude & latitude.

#### ***Making maps***

- Draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key.
- Use and recognise OS map symbols regularly.



YEAR 6		
<b>Autumn Two</b> <b>Marvellous Maps</b> <b>Key Concepts:</b> <i>Location &amp; Place</i>	<b>Spring One &amp; Two</b> <b>Extreme Earth</b> <b>Key Concepts:</b> <i>Location &amp; Place / Cause &amp; Effect</i>	<b>Summer Two</b> <b>Trade and Economics</b> <b>Key Concepts:</b> <i>Location &amp; Place / Change</i>
<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>The children will know that a map is a 2D representation of an area of land showing physical features.</li> <li>The children will know about the Ordnance Survey which is a mapping service and they will know how to use an Ordnance Survey map including symbols and key.</li> <li>The children will know that a compass has 8 points and they will be able to use this for directions.</li> <li>The children will be able to find a location/place using a 4-figure grid reference and locate a more specific location using a 6-figure grid reference.</li> <li>They will be able to find similarities and differences between maps of the same location. Suggesting what the differences they have seen and what this may tell me about why a place has changed.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will be able to locate and talk about North America and Asia.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To children will understand the impacts and effects of natural disasters in North America and Asia.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>To children will observe and explain why some disasters can be caused by humans.</li> <li>To know about different climates around the world and the impact of the water cycle on the planet.</li> <li>The children will collect information from a variety of different sources and analyse the results to identify patterns and trends</li> <li>The children will learn about a variety of natural disasters including earthquakes, droughts, flooding, tsunamis and tropical storms and talk about the causes and effects these can have on humans and the wider environment.</li> </ul> <p><b>Geographical Skills</b></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will know the location of Central America and the location of El Salvador.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To children will know that El Salvador is a developing country and what this means.</li> <li>They will be able to compare El Salvador with an area of the United Kingdom, studying key physical and human characteristics.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>The children will know about trade, importing and exporting in relation to the UK including countries that the UK exports to and imports from.</li> <li>They will begin to understand the process of globalisation and will explore and discuss the advantages and disadvantages including the ways these sorts of human activities impacts on the environment.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>To children will be able to confidently use an atlas and map to locate countries</li> </ul>

	<ul style="list-style-type: none"> <li>The children will be able to locate North America and Asia using a map and atlas and they will be able to more specifically identify and locate key areas within these regions.</li> </ul>	studied including El Salvador which is a developing country in Central America.
<b>Key Vocabulary</b> Map, physical features, human features, ordnance survey, symbols, key, grid references, Northings, Eastings, scale, route, compass	<b>Key Vocabulary</b> disaster, natural disaster, crust, tectonic plates, Richter scale, converge, diverge, tsunami, crater, vent, erupted, mantle, hurricane, cyclone, typhoon, drought, flooding, climate, water cycle, precipitation.	<b>Key Vocabulary</b> trading, importing, exporting, exports, imports, atlas, El Salvador, mountains, climate, profit, fair trade, South America, mountainous, globalisation,
<b>Key Geographical Skills the children will use throughout their study in Year 6</b> <ul style="list-style-type: none"> <li>Identify and summarise a range of different views about a geographical issue.</li> <li>Collect information from a variety of sources and analyse the results to identify patterns.</li> <li>Combine a range of sources to provide a detailed picture of a location or geographical process.</li> <li>Observe and explain some of the ways that human activities affect the environment</li> </ul>		
<b>Mapping skills in Year 6</b> <b>Using maps</b> <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> <b>Map knowledge</b> <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> <b>Making maps</b> <ul style="list-style-type: none"> <li>Draw plans of increasing Complexity.</li> <li>Begin to use and recognise atlas symbols.</li> </ul>		