

Geography	
Year One	Key Stage One
Year Group Specific Skills	Year Group Specific Vocabulary
<p><u>Graphicacy Skills</u> Use basic symbols in a key. Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds). Trace around simple map shapes to reproduce symbols. With support, do a simple location or post-code search online. Explain the difference between image types eg photo, drawing. Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).</p> <p><u>Fieldwork and Practical Skills</u> Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground. Begin to use first-hand observation using senses (eg qualitative comments, or measurements in non-standard units). Measure to nearest 10cm, eg with metre stick painted in 5cm blocks. Use simple locational language to describe (eg near/ far, North, South, East, West). Make simple recordings eg lists, tallies and simple tables where the template is given.</p> <p><u>Academic Skills</u> Ask and answer simple questions about what they have seen or heard. Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts.</p>	<p><u>Skills and Fieldwork</u> map compass compass point direction North South East West</p> <p><u>Location Knowledge</u> countries England Scotland Wales Northern Ireland Irish Republic Capitals London Edinburgh Cardiff Belfast Dublin English Channel North Sea Irish Sea Celtic Sea China Beijing Shanghai Asia Mandarin Yangtze</p> <p><u>Place Knowledge</u> area same different point</p> <p><u>Human Geography</u> city town village factory farm house shop shop weekend journey abroad country</p> <p><u>Physical Geography</u> beach cliff coast forest hill mountain sea ocean river soil valley gauge windsock wind vane</p>
KS1 National Curriculum	Topics in Year Group
<p>Geographical Skills and Fieldwork 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 simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Locational Knowledge Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Place Knowledge 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.</p> <p>Human and Physical Geography Human and Physical Geography</p>	<p>The United Kingdom (Continued in Y3)</p> <p>Compasses and Direction</p> <p>China</p> <p>Substantive Concepts Concepts present in our curriculum across KS1</p> <p>Place Space Scale Environment and Sustainability Culture Connections</p>

Geography			
Year Two	Key Stage One		
Year Group Specific Skills	Year Group Specific Vocabulary		
<p style="text-align: center;"><u>Graphicacy Skills</u></p> <p>Use basic symbols in a key. Use and construct basic symbols in a key. Recognise & identify basic OS symbols. Use simple grid references to locate squares on a map (eg A1, D7). Devise a simple map (eg sketch map of places in stories, school grounds). Use digital technologies: zoom in/ out on a map. Begin to highlight and annotate digital maps. Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features.</p> <p style="text-align: center;"><u>Fieldwork and Practical Skills</u></p> <p>Use North, South, East, West to describe locations and routes on a map. Use first-hand observations (eg qualitative comments & starting to measure in standard units). Measure to nearest cm. Use °C for temperature. Use simple locational language (eg secure use of left/right from own perspective). Make more sophisticated recordings eg frequency tables.</p> <p style="text-align: center;"><u>Academic Skills</u></p> <p>Show curiosity by voluntarily asking questions about what they have seen, heard or read. Start to make selections, eg from or within sources of information. Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><u>Skills and Fieldwork</u></p> <p>atlas key symbol scale environment surroundings left right beyond contains further furthest higher lower route map plan</p> <p style="text-align: center;"><u>Location Knowledge</u></p> <p>Continents Europe Africa Asia N America S America Antarctica Pacific Indian Atlantic Antarctic Arctic Australasia Oceania</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><u>Place Knowledge</u></p> <p>similarity difference</p> <p style="text-align: center;"><u>Human Geography</u></p> <p>office port harbour estuary bay channel</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>vegetation seasonal daily weekly monthly fortnight January February etc. island peninsula poles equator temperature thermometer month year season weather hot cold desert rain</p> </td> </tr> </table>	<p style="text-align: center;"><u>Skills and Fieldwork</u></p> <p>atlas key symbol scale environment surroundings left right beyond contains further furthest higher lower route map plan</p> <p style="text-align: center;"><u>Location Knowledge</u></p> <p>Continents Europe Africa Asia N America S America Antarctica Pacific Indian Atlantic Antarctic Arctic Australasia Oceania</p>	<p style="text-align: center;"><u>Place Knowledge</u></p> <p>similarity difference</p> <p style="text-align: center;"><u>Human Geography</u></p> <p>office port harbour estuary bay channel</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>vegetation seasonal daily weekly monthly fortnight January February etc. island peninsula poles equator temperature thermometer month year season weather hot cold desert rain</p>
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KS1 National Curriculum	Topics in Year Group		
<p style="text-align: center;"><u>Geographical Skills and Fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and the other places studied in this Key Stage. 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</p> <p style="text-align: center;"><u>Locational Knowledge</u></p>	<p style="text-align: center;"><u>Continents and Oceans</u></p> <p style="text-align: center;"><u>World Maps and Atlases</u></p> <p style="text-align: center;"><u>Weather and Climate</u></p> <p style="text-align: center;"><u>Substantive Concepts</u></p> <p>Concepts present in our curriculum across KS1</p>		

<p>Name and locate the world's seven continents and five oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Human and Physical Geography</p> <p>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.</p>	<p>Place Space Scale Environment and Sustainability Culture Connections</p>				
<p>Geography</p>					
<p>Year Three</p>	<p>Key Stage Two</p>				
<p>Year Group Specific Skills</p>	<p>Year Group Specific Vocabulary</p>				
<p>Graphicacy Skills</p> <p>Use keys to build knowledge/ research. Start to understand complex keys eg size of symbol for quantity. Start to understand contour lines. Use maps [atlases, and globes] to locate and to start to describe features. Use 4 figure grid references to build knowledge. Work out simple distances from a map (eg aerial distance, or along a straight road). Create a sketch map - eg of a short route, or a building plan with simple symbols. Start to draw to scale. Start measuring distance on Digimaps or other computerised software. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text. Understand and explain the reliability / purpose of different picture types.</p> <p>Fieldwork and Practical Skills</p> <p>Start to use eight points of a compass. Start to evaluate own observations and compare them with others'. Start to estimate length and distance. Measure to nearest mm, nearest 10mm, and 45° for angle. Secure use of left and right from any perspective (eg with an upside-down map). Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. Use sketch maps, tables, jotted diagrams, subdivided lists, etc.</p> <p>Academic Skills</p> <p>Start to frame questions and answers in geographically valid ways (eg about change/difference). Select information according to relevance (i.e. spot the 'main' landmarks). Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts.</p>	<table border="1"> <tr> <td data-bbox="805 680 1098 1003"> <p>Skills and Fieldwork</p> <p>atlas globe grid reference North-East South-East South-West North-West area contour population</p> </td> <td data-bbox="1099 680 1390 1003"> <p>tropics/tropical counties</p> <p>Place Knowledge</p> <p>region case study contrast compare</p> </td> </tr> <tr> <td data-bbox="805 1005 1098 1715"> <p>Location Knowledge</p> <p>regions North East England North West England Yorkshire Humber West Midlands East Midlands East Anglia Greater London South East England South West England Orkney Shetland Highlands archipelago authority council government borough district administration municipality Arctic Circle Antarctic Circle</p> </td> <td data-bbox="1099 1005 1390 1715"> <p>Human Geography</p> <p>settlement locality community culture function national international waterway canal</p> <p>Physical Geography</p> <p>rivers mountains natural resources characteristic climate zones vegetation belts forest grassland tundra desert ice sheet climate soil tropical temperate</p> </td> </tr> </table>	<p>Skills and Fieldwork</p> <p>atlas globe grid reference North-East South-East South-West North-West area contour population</p>	<p>tropics/tropical counties</p> <p>Place Knowledge</p> <p>region case study contrast compare</p>	<p>Location Knowledge</p> <p>regions North East England North West England Yorkshire Humber West Midlands East Midlands East Anglia Greater London South East England South West England Orkney Shetland Highlands archipelago authority council government borough district administration municipality Arctic Circle Antarctic Circle</p>	<p>Human Geography</p> <p>settlement locality community culture function national international waterway canal</p> <p>Physical Geography</p> <p>rivers mountains natural resources characteristic climate zones vegetation belts forest grassland tundra desert ice sheet climate soil tropical temperate</p>
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<p>KS2 National Curriculum</p>	<p>Topics in Year Group</p>				
<p>Geographical Skills and Fieldwork</p> <p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p style="text-align: center;">Place Knowledge</p>	<p style="text-align: center;">The United Kingdom (Continued from Y1)</p> <p style="text-align: center;">Mountains and Rivers</p> <hr/> <p style="text-align: center;">Substantive Concepts</p> <p style="text-align: center;">Concepts present in our curriculum across KS2</p>				

<p>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</p> <p>Locational Knowledge 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.</p> <p>Human and Physical Geography Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Place Space Scale Environment and Sustainability Culture Connections</p>	
<p>Geography</p>		
<p>Year Four</p>	<p>Key Stage Two</p>	
<p>Year Group Specific Skills</p>	<p>Year Group Specific Vocabulary</p>	
<p>Graphicacy Skills Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines. Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (eg along roads/ waterways). Start to explain ideas using a thematic map for reference. Draw a map or plan from a description. Create a scale-bar. Accurately measure distance, including non-linear distances. Annotate digital maps with markers and text. Compare the context & purpose (reliability) of different photographs. Use digital technologies to alter photos/images.</p> <p>Fieldwork and Practical Skills Confidently use the eight points of a compass. Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate angle. Start to understand imperial units of measurement for distance. Take quantitative and qualitative notes about observations. Start to include continuous data. Make simple calculations.</p> <p>Academic Skills Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference). Note connections, contrasts and trends and use these to order by relevance. Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts.</p>	<p>Skills and Fieldwork sort classify property</p> <p>Location Knowledge time zone federation union autonomy sovereign state province European Capital Cities Russia Moscow St Petersburg Canada USA New York San Francisco Los Angeles Mexico Brazil Argentina Panama China Japan Australia India Pakistan Israel Norfolk Broads Peak District Lake District</p>	<p>Egypt Nigeria Kenya South Africa</p> <p>Place Knowledge trend</p> <p>Human Geography industrial employment infrastructure energy renewable minerals arable pastoral mixed farming carrying capacity statistics contiguous conservation preservation protection</p> <p>Physical Geography zenith focus biome vegetation region dominant environmental anemometer barometer</p>
<p>KS2 National Curriculum</p>	<p>Topics in Year Group</p>	
<p>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.</p>	<p>Local Industries</p> <p>Global Powerhouses</p> <p>National Parks</p>	
<p>Substantive Concepts Concepts present in our curriculum across KS2</p>		

<p>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.</p> <p>Locational Knowledge</p> <p>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</p> <p>Human and Physical Geography</p> <p>Characteristics of a range of the world's most significant human and physical features.</p> <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.</p>	<p>Place Space Scale Environment and Sustainability Culture Connections</p>		
<p>Geography</p>			
<p>Year Five</p>	<p>Key Stage Two</p>		
<p>Year Group Specific Skills</p>	<p>Year Group Specific Vocabulary</p>		
<p style="text-align: center;"><u>Graphicacy Skills</u></p> <p>Start to create complex keys using mathematical concepts eg size of symbol for quantity. Use maps and atlases, globes and digital/computer mapping to locate and describe features. Use 6 figure grid references to build knowledge. Relate differently-scaled maps to each other. Explain ideas using a thematic map for reference. Start to draw thematic maps. Create a map from Fieldwork measurements. Use linear and area measuring tools. Start to use digital maps (and selections from them) at different scales, to illustrate a point. Use digital technologies to alter photos/images and explain the impact (eg reliability).</p> <p style="text-align: center;"><u>Fieldwork and Practical Skills</u></p> <p>Convert between eight compass points and azimuth bearings. Estimate length, distance, mass, capacity, angle; start to estimate temperature and area. Measure angle to the nearest degree. Start to group observations and collected data into complex tables, diagrams and flow charts.</p> <p style="text-align: center;"><u>Academic Skills</u></p> <p>Ask and answer geographically valid questions (eg about significance, relevance, reliability, perspective). Explain the usefulness, reliability and relevance of information. Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Skills and Fieldwork</u></p> <p>NA Recap from Year 4</p> <p><u>Location Knowledge</u></p> <p>latitude longitude equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Greenwich Meridian Costa Rica Honduras Jamaica Haiti Dominican Republic Cuba Brazil Congo</p> </td> <td style="width: 50%; vertical-align: top;"> <p>West Indies Bangladesh Indonesia Malaysia Singapore New Zealand Madagascar</p> <p><u>Place Knowledge</u></p> <p>erosion</p> <p><u>Human Geography</u></p> <p>distribution natural resources economy import export mining technology finite land use deforestation</p> <p><u>Physical Geography</u></p> <p>coal oil gas minerals precious metals</p> </td> </tr> </table>	<p><u>Skills and Fieldwork</u></p> <p>NA Recap from Year 4</p> <p><u>Location Knowledge</u></p> <p>latitude longitude equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Greenwich Meridian Costa Rica Honduras Jamaica Haiti Dominican Republic Cuba Brazil Congo</p>	<p>West Indies Bangladesh Indonesia Malaysia Singapore New Zealand Madagascar</p> <p><u>Place Knowledge</u></p> <p>erosion</p> <p><u>Human Geography</u></p> <p>distribution natural resources economy import export mining technology finite land use deforestation</p> <p><u>Physical Geography</u></p> <p>coal oil gas minerals precious metals</p>
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<p>KS2 National Curriculum</p>	<p>Topics in Year Group</p>		
<p style="text-align: center;">Geographical Skills and Fieldwork</p> <p style="text-align: center;">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p style="text-align: center;">The Tropics (Islands and Rainforests)</p> <p style="text-align: center;">Natural Resources</p>		

<p>Locational Knowledge 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).</p> <p>Place Knowledge 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.</p> <p>Human and Physical Geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Substantive Concepts Concepts present in our curriculum across KS2</p> <p>Place Space Scale Environment and Sustainability Culture Connections</p>	
<p>Geography</p>		
<p>Year Six</p>	<p>Key Stage Two</p>	
<p>Year Group Specific Skills</p>	<p>Year Group Specific Vocabulary</p>	
<p><u>Graphicacy Skills</u> Create complex keys. Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). Confidently use distribution/ thematic maps to illustrate an idea or discussion. Design and draw distribution/ thematic maps. Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc). Carefully select images for a purpose (eg as evidence, or to show reliability).</p> <p><u>Fieldwork and Practical Skills</u> Show awareness of the 16-point compass rose, and compass quadrant bearings. Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. Group and redraft observations into useful formats like tables, diagrams, flow charts, sketches, jotted graphs. Make calculations eg mean averages.</p> <p><u>Academic Skills</u> Regularly ask and answer perceptive questions in geographically valid ways. Thoughtfully organise information by relevance, and politely critique others. Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts.</p>	<p><u>Skills and Fieldwork</u> North-North-East East-North-East East-South-East</p> <p><u>Location Knowledge</u> Afghanistan Iran Iraq Saudi Arabia Yemen Turkey Israel Syria UAE Qatar Pacific Chile Mexico Canada USA Russia New Zealand Hawaii Tonga Fiji</p>	<p><u>Place Knowledge</u> NA</p> <p><u>Human Geography</u> economy zone of influence sphere of influence demographic disaster response economy</p> <p><u>Physical Geography</u> volcano earthquake epicentre disaster tectonic plates magnitude Richter seismic natural resources erosion defences managed retreat groyne longshore drift sea wall revetment</p>
<p>KS2 National Curriculum</p>	<p>Topics in Year Group</p>	
<p>Geographical Skills and Fieldwork 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.</p>	<p>The Middle East</p> <p>Ring of Fire and the Pacific</p> <p>Coastlines</p>	

<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Locational Knowledge</p> <p>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).</p> <p>Human and Physical Geography</p> <p>Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p style="text-align: center;">Substantive Concepts</p> <p style="text-align: center;">Concepts present in our curriculum across KS2</p> <p style="text-align: center;">Place Space Scale Environment and Sustainability Culture Connections</p>
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