Grange Moor Primary School

**Geography Overview 2023 - 2024**

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| **CLASS** | **TOPIC ONE** | **TOPIC TWO** | **TOPIC THREE** |
| **C1 (Y1)** | **Let’s Explore Kirklees**  **Substantive Knowledge**   * Know that Kirklees is a region within West Yorkshire. * Know where Kirklees is in the United Kingdom. * Know the different regions that make up West Yorkshire (Leeds, Bradford, Calderdale, Wakefield, Kirklees) * Know the major towns and cities in West Yorkshire and where they are in relation to North, South, East, West. * Understand that Kirklees is defined by rural and urban areas and what these terms mean. * Study photographs of Huddersfield (or visit) to find out what is in the town centre looking at recognisable shops and buildings (eg town hall, university, theatre, shopping centre) * Know that people visit Huddersfield for work and leisure * Know where people might work and where they might visit (eg leisure centre, shopping centre, theatre) * Understand the similarities and differences between Grange Moor and another rural village eg Emley, Kirkburton. * Understand why people might choose to live in a rural location. * Know why farming is so important to Kirklees (farm visit) * Know the different ways in which people travel around Kirklees and why they might choose one mode of travel over another. * Understand that Kirklees is a diverse region that is made up of many different communities   ***Key vocabulary***  **United Kingdom, West Yorkshire, Kirklees, settlement, location, village, town, city, urban, rural, centre, diverse, travel, transport, leisure** | **Wonders of Our World**  **Substantive Knowledge**   * Understand what the term ‘wonder’ might mean. * Know the Seven Wonders of the Natural World (<https://www.worldatlas.com/places/the-7-natural-wonders-of-the-world.html>) * Consider each wonder in turn and be able to describe the key features of each one from photographs. * Know the name of the highest mountain in the world (Mount Everest) and locate it on a map of the world. * <https://www.twinkl.co.uk/resource/ks1-all-about-mount-everest-powerpoint-t-g-690> * Understand why people want to climb Mount Everest and what the dangers are of doing so (eg climbing, lack of oxygen, extreme temperatures) * Know the Seven Wonders of the Ancient World, where they were located and whether they are they still there and what might have happened to them. * Know why the Niagra Falls is one of the most visited places in the world and what makes it such a special place to visit (<https://www.twinkl.co.uk/resource/ks1-all-about-niagara-falls-powerpoint-t-g-394>) * Understand why some modern buildings and structures may be considered ‘wonders’ (eg Empire State Building, CN Tower, Burj Khalifa, Golden Gate Bridge, Sydney Opera House)   ***Key vocabulary***  **Wonder, natural, ancient, country, continent, mountain, mountain range, visitor, tourist, tourism** | **What’s it like to live in the Caribbean?**  **Substantive Knowledge**   * Locate the Caribbean region and Caribbean Sea on a map of the world. * Know the countries that make up the Caribbean. * Know how and why people travel to the region (air travel, boat travel, tourism) * Understand the difference in climate between the Caribbean and the UK and the types of weather people living there might experience. * Know why the Caribbean has wet seasons. * Know about the topography of St. Lucia (high peaks, rainforests, coastline) * Locate St. Lucia on a map of the Caribbean. * Use the four points of a compass to locate places in St. Lucia from a central location. * Know where most people live in St. Lucia and the most populous settlement (Castries) * Know why people choose St. Lucia for a holiday and where most tourists arrive from. * Understand the different jobs people do in St. Lucia and how these compare and contrast with the jobs that pupils’ parents do. * Know about the different foods that people eat in St. Lucia and why cuisine might differ between there and the UK. * Know about the different foods and goods that St. Lucia exports. * Know why people from the Caribbean and St. Lucia might move to the UK.   ***Key vocabulary***  **Continent hemisphere Caribbean Caribbean Sea region island mountain coastline rainforest climate wet season St. Lucia Castries cuisine tourist tourism export import immigrate emigrate** |
| **C2 (Y2,Y3,Y4)** | **The Americas**  **Substantive Knowledge**   * Know where The Americas are and why they are given that name. * Know the names of the major countries in The Americas. * Know where North America is and the countries that make up the continent. * Know that the USA is split up into 50 states and be able to name the major ones. * Understand the topography of the USA and how it varies across the states; know the different climate zones of the USA. * Be able to name the 10 major cities in the USA. * Compare and contrast two different cities: New York and San Francisco, looking at city maps and the major landmarks in each city. * Compare and contrast the weather and climate in both cities and what the major draws are of living in both cities. * Know about Route 66, why it is so famous and the different regions and cities it passes through. * Know the different states in Canada and the unique topography of the country. * Know the five major cities in Canada and what living next to Lake Ontario in Toronto would be like. * Know the countries that make up South America and the major cities. * Know about the topography of the continent and look at two contrasting cities: Rio de Janeiro (Brazil, coastal) and La Paz (Bolivia, mountainous) * Know where people from South America emigrate to and where the major South American populations are around the globe.   ***Key vocabulary***  **Americas North America South America city state country region province Route 66 characteristics topography vary similarities contrast differences emigrate immigrate** | **Rainforests**  **Substantive Knowledge**   * Find the equator on a map and some of the regions / countries of the world that it passes through. * Locate the tropics of Cancer and Capricorn on a map. * Identify regions of the world that contain rainforests using world maps and atlases. * Name some countries where rainforests are found, labelling a map to show where they are in the world. * Understand the differences between weather and climate and what the weather is like in a tropical climate. * Understand that rainforests are made up of four layers – forest floor, understory layer, canopy layer and emergent layer. * Understand the that each layer has a different climate and contains different flora and fauna. * Locate the Amazon Rainforest and understand the vastness of the area. * Know which countries the Amazon Rainforest covers. * Know that indigenous tribes live in the forest that have had very little contact with other humans. * Understand how they use the forest to support their lives (eg building, hunting, travelling on the river etc) * Understand how human contact can be very dangerous for indigenous tribes in terms of health. * Understand why the Amazon Rainforest is under threat from human activity and what measures are being put in place to protect it.   ***Key vocabulary***  **Rainforest Equator tropic tropical Cancer Capricorn climate layer forest floor understory canopy emergent flora fauna tribe tribal indigenous** | **Coast and Country: Grange Moor and Hornsea**  **Substantive Knowledge**   * Recall what I have previously learned about Grange Moor. * From fieldwork and maps, know about the topography and key physical features of Grange Moor and the immediate surrounding area. * Using an OS Map, know what features (using school as the centre) are in the direction of the eight points of a compass. * Locate different places on an OS Map using 4 and 6 figure grid references. * Know, from fieldwork and maps, which different parts of the village are used for housing and what types of housing there is. * Know when different areas of housing were built and how they differ eg size, building materials. * Know about the different businesses and services there are in Grange Moor and the immediate surrounding area (looking closely at the Jubilee Way Industrial Estate) * Know where people travel to for work from Grange Moor and what the transport links are like for residents. * Know where residents can get to within a 30 minute drive from Grange Moor. * Locate Hornsea on a map of the United Kingdom and be able to name large towns and cities that are relatively nearby. * Know which county Hornsea is in. * Using an OS Map, know what features (using school as the centre) are in the direction of the eight points of a compass. * Locate different places on an OS Map using 4 and 6 figure grid references. * Know, from fieldwork and maps, which different parts of the town are used for housing and what types of housing there is. * Know when different areas of housing were built and how they differ eg size, building materials. * Know about the different businesses and services there are in Hornsea and the immediate surrounding area * Know what jobs people do in Hornsea and where people travel to for work. * Understand what it is like to live in a seaside town in comparison to Grange Moor. * Understand the key similarities and differences between Hornsea and Grange Moor.   ***Key vocabulary***  **Settlement topography human physical housing residents businesses service employment location located inland points compass Ordnance Survey** |
| **C3 (Y4,Y5,Y6)** | **Exploring Eastern Europe**  [**https://www.bbc.co.uk/newsround/av/36137798**](https://www.bbc.co.uk/newsround/av/36137798)  **Black Sea (**[**https://www.nationsonline.org/oneworld/map/Black-Sea-political-map.htm**](https://www.nationsonline.org/oneworld/map/Black-Sea-political-map.htm)**)**  **Substantive Knowledge**   * Locate the Eastern Europe region on a range of different maps and an atlas. * Know which countries make up the Eastern Europe region and be able to recognise the flags of each country (Belarus, Bulgaria, Czechia, Hungary, Kosovo, Moldova, Poland, Romania, Russia, Slovakia, Ukraine) * Order the populations of each country by size * Know the capital cities of each Eastern European country and order them by population size. * Use the eight points of a compass to understand the location of each country from a central point. * Use a topographic map to understand the terrain of the region; understand the term sea-level and metres above / below. * Know where the highest and lowest points of the region are. * Know the major rivers and lakes in the region. * Use an atlas to locate the Black Sea * Understand how the Black Sea was formed. * Know which major Eastern European rivers drain into the Black Sea, looking closely at the River Danube and the Danube Delta. * Know which Eastern European countries and major cities the Danube flows through. * Know which countries have a coastline with the Black Sea and what the major ports on this coastline are. * Know that Constanta (Romania) is the largest Eastern European port on the Black Sea. * Know why Constanta is such an important port and the trade that goes through it. * Understand why the Black Sea is so important for trade for the countries that share a coastline. * Know why Czechoslovakia split into Czechia (formerly Czech Republic) and Slovakia. * Looking closely at Prague, show an understanding of why it is a major tourist destination and where people come from to visit. * Plan a short break to Prague from the UK to include costs, flights, hotel and an itinerary for visiting the major tourist places. * Understand the reasons why many Eastern European people settled in the UK and where in the UK the largest Eastern European populations live. * Know about the nuclear accident at Chernobyl (Ukraine, formerly part of Russia) and the environmental impact it had on the Eastern European region and further afield. * Understand what the Chernobyl Exclusion Zone is and why people are unable to live there.   ***Key vocabulary***  **Eastern Europe region Belarus Bulgaria Czechia Hungary, Kosovo Moldova Poland Romania Russia Slovakia Ukraine population topographical sea-level Danube Black Sea coastline Constanta trade Czechia Slovakia Prague Chernobyl nuclear exclusion zone** | **Trade and Economics**  **Substantive Knowledge**   * Explain what the term ‘trading’ means * Understand the difference between import and export * Know why the UK and other countries need to import certain goods. * Know what are the UK’s major imports and exports. * Know which countries the UK imports goods from. * Know which countries the UK exports goods to. * Know about the UK’s main trade partners. * Locate El Salvador on a world map and in an atlas. * Understand the climate and topography of El Salvador and how this contrasts with the UK. * Understand why some goods produced in El Salvador cannot be produced in the UK. * Understand the unique issues that people in El Salvador face and the effect these issues have on their income; compare and contrast these with the issues faced by people in the UK. * Understand the meaning of fair trade. * Know which products that are fairly traded and describe the process that makes them fair trade. * Understand why fair trade is so important. * Understand the term global supply chain. * Know why goods can be the product of more than one country. * Explain the term globalisation. * Understand the positive and negative effects of multinational companies on local trade. * Understand how trade takes place today contrasted with Tudor and Victorian times, identifying some similarities and differences.   ***Key vocabulary***  **Trade trading trade partner import export produce El Salvador climate topography economics fair trade global supply chain globalisation multinational** | **Grange Moor: A Place for All to Visit and Live**  [**https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/local-area/**](https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/local-area/)  **Substantive Knowledge**   * Locate Grange Moor and its immediate surrounds on a national map (Google Maps, OS Maps). * Compare modern OS Maps to other maps of Grange Moor and understand how and why the village has changed over time. * Use six-figure grid references to locate areas / points of interest in Grange Moor. * Use an OS Mapping and compass skills (8 points) in a fieldwork task around Grange Moor * Understand the differences between satellite and map views of the local area * Describe the differences and similarities using a range of geographical language. * Understand the reasons why people live in a rural area including rural jobs done by people living in Grange Moor; understand why people have moved to Grange Moor from urban areas and other rural locations. * Undertake case studies of 3/4 local residents that work in the immediate area (long-standing residents and new residents) * Understand how to plan and produce an interactive map of the local area. * Collate knowledge of the local area, including features and characteristics, identifying features that may make it desirable to others that might live elsewhere. * Identify a unique selling point to both tourists and people wishing to relocate to Grange Moor. * Prepare and present a pitch to a panel about their local area. * Understand the positives and negatives about the local area and what could be done to improve it further. * Use a map to locate underdeveloped areas in Grange Moor and plan a project to improve the space for local residents.   ***Key vocabulary***  **Ordnance Survey OS Maps satellite grid reference boundary features characteristics locate location resident relocate relocation tourist tourism unique selling point develop development underdeveloped improve** |

**Disciplinary Knowledge and Vocabulary**

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|  | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **LOCATIONAL KNOWLEDGE** | Can locate some major cities, oceans and continents on a UK and world map.  Can use a world map, atlas or globe to name and locate the seven continents and five oceans.  Can name most of the nations and capitals of the UK.  Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas | Can identify and name the relevant continents.  Can name the capitals of the UK.  Can use an atlas to name and locate on a map the four countries and capital cities of the UK. | Can indicate tropical, temperate, and polar climate zones on a globe or map.  Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made.  Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.  Can identify on a globe or map the position of the Prime/Greenwich Meridian.  Can describe the significance of latitude and longitude.  Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).  Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).  Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night | Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).  Can relate continent, country, state, and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route).  Can use a map to locate some states of the USA (e.g. California).  Can use a map or atlas to locate some countries and cities in Europe or North and South America.  Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.  Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary  Can describe and compare the physical and human characteristics of some regions in North or South America.  Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)  Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. | Can describe key physical and human characteristics and environmental regions of Europe.  Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). | Can locate cities, countries and regions in Europe.  Can describe key physical and human characteristics in Europe.  Can identify and locate a national or international environmental issue and explain why it is an issue  Can name and locate types of industry in the area and give reasons why they have changed over time.  Can describe and give reasons for local land use and suggest how this might change in the future  Can describe the location of a country or region using the terms latitude, longitude and hemisphere. |
| **PLACE KNOWLEDGE** | Can describe in some detail the local area and distant locations’ features using images to support answers.  Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.  Know that people do jobs and that where they live (e.g. coastline) might affect this.  Have some sense of what animals eat and the dangers (human or physical) animals might encounter. | Can demonstrate locational awareness, name their local area, and that they live in the UK.  Know that weather can be different in different parts of the UK.  Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary | Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone). | Can identify and sequence a range of settlement sizes from a village to a city.  Can describe the characteristics of settlements with different functions.  Can describe and compare the physical and human characteristics of some regions in North or South America.  Offer explanations for the similarities and differences between some regions in North or South America.  Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities). | Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.  Can describe how a (local) region has changed and how it is different from another region of the UK.  Can give information about a region of Europe and its physical environment, climate and economic activity.  Know that human activity is influenced by climate and weather and can give examples.  Can describe hazards from physical environments and their management, such as avalanches in mountain regions. | Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes and give some reasons.  Can illustrate how human activity is influenced by climate and weather.  Can describe and begin to explain several threats to wildlife/habitats. |
| **HUMAN AND PHYSICAL** | Show some awareness of weather differences.  Can describe which continents have significant hot or cold areas and relate these to the poles and equator.  Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.  Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator.  Can make comparisons when prompted with the weather in your area.  Identify seasonal weather patterns. | Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.  Know that weather can be different in different parts of the UK.  Start to give reasons why the UK has the weather it does (e.g. wind). | Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.  Can describe how physical processes can cause hazards to people.  Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change).  Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts).  Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).  Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.  Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. | Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.  Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.  Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.  Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.  Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains).  Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts). | Can describe and understand a range of key physical processes and the resulting landscape features.  Can describe how a mountain region was formed.  Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.  Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.  Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).  Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).  Can describe key physical and human characteristics and environmental regions of Europe.  Can describe how food production is influenced by climate.  Know that products we use are imported as well as locally produced.  Can name our energy sources and natural resources. | Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.  Can describe what the climate of a region is like and how plants and animals are adapted to it.  Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.  Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).  Can identify and justify environmental issues such as deforestation.  Can describe where our energy and natural resources come from.  Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation). |
| **SKILLS AND FIELDWORK** | Can use a world map, atlas or globe to recognise and name some continents and oceans.  Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.  Can use a wall map or atlas to locate and identify countries taught in a unit  Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).  Can use appropriate language when talking about maps and locations  Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language)  Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick). | Can locate the UK and name the countries of the UK.  Can use an atlas to name and locate on a map the four countries and capital cities of the UK.  Can use atlas, map or globe to locate some wonders (of the world).  Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).  Can use and understand basic weather symbols.  Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.  Correctly use most of the key vocabulary given in the unit.  Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons. | Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)  Can talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them.  Can use most of the vocabulary introduced in the unit when talking about their map.  Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).  Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).  Can use directional language and grid references when talking about locations  Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary | Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.  Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy).  Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route).  Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).  Can give direction instructions up to eight compass points.  Can make a map of a route with features in the correct order and in the correct places  In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). | Can locate and describe several physical environments in the UK.  Can locate the UK's major urban areas. • Can use maps to locate the Alps and identify the physical features of the region.  Can use base maps to create their own maps of the Alpine region.  Can use maps to locate places and countries that locally available products come from.  Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).  Can use fieldwork to investigate key questions and begin to answer them.  Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.  Can record/list products available locally and say whether they are produced locally and/or imported | Can locate Brazil and the Amazon Basin and River and describe features studied.  Can use a range of resources to locate national and global environmental issues.  Can use digital maps to investigate and describe features of an area  Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).  Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.  Can make sketch maps of the local area using symbols, a key and a scale.  Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.  Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. |
| **VOCABULARY** | similarities, differences, environment, observe  record, draw, write  locate, describe, features  Grange Moor, West Yorkshire, town, city, village  House, home, shop, road, house, home, road, garden, street, park, garden, church, terraced, detached, semi-detached, bungalow.  England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, capital city  Map, atlas, globe  Winter, Spring, Summer, Autumn  cold, colder, warm, warmer, colder, warmer, drier, wetter, season, sun, sunny, sunnier, temperature  rain, hail, sleet, snow, wind, fog, sun  canal, river, lake, sea, coast, coastline  wood, forest, hill, mountain, river, season | **All Y1 words to be consolidated plus:**  British Isles, United Kingdom  Continent, Europe, North America, South America, Oceania, Asia, Africa, Antartica  Pacific, Atlantic, Indian, Southern, Artic Oceans  North, East, South, West, compass  North Pole, South Pole  transport, travel, harbour, port, airport, route  Mountain, beach, cliff, coast, sea, ocean, lake | **All Y2 words to be consolidated plus:**  Environment, environmental regions, physical characteristics, human characteristics, land use, patterns, changes, study, discuss, investigate, critical, topography, topographical features  Compare, contrast, similarities, differences  Climate, climate zone, arctic, temperate, tropical, Mediterranean, desert, Antartic, digital mapping, locality, humidity, rainfall  Global warming, research, implications  Mapping, Ordnance Survey, OS map, grid reference, symbols, keys, compass, four points – north, south, east, west | **All Y3 words to be consolidated plus:**  Northern Hemisphere, Southern Hemisphere, equator, tropics, Cancer, Capricorn, tropical rainforest  Landmarks, land use, agriculture, farming | **All Y4 words to be consolidated plus:**  Biome, temperate, tundra, taiga, grasslands, savannah  Natural resources, renewable energy, non-renewable, minerals  Suggest, reasoned, opinions, distribution | **All Y5 words to be consolidated plus:**  Latitude, longitude, Arctic Circle, Antarctic Circle, Prime Meridian, Greenwich Meridian, time zone  Reflect, importance, value, conclusion  Survey, collate, data, data-handling, graphs, charts, results, compare, contrast, measure. |