

Geography Knowledge, Skills and Vocabulary

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge								
Birth to Five National Curriculum	<i>Shows interest in the lives of people who are familiar to them (local area/further afield)</i> <i>Enjoys joining in with family customs and routines (local area/further afield)</i> <i>Remembers and talks about significant events in their own experience (local area/further afield)</i> <i>Recognises and describes special times or events for family or friends (trips/holidays)</i>	<i>Enjoys joining in with family customs and routines (local area/further afield)</i> <i>Talks about past and present events in their own life and in the lives of family members (local area/further afield)</i>	<u>IPSWICH AND ITS SURROUNDING</u> Know about the local area, and name and locate key landmarks. 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 make observations about, and describe, the local area and its physical and human geography. Can recognise a natural environment and describe it using key vocabulary vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<u>COMPARING RIO DE JANEIRO AND IPSWICH</u> Can describe the physical and human geography of a distant place. Can describe their locality and how it is different and similar to the distant place Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the poles and equator.	<u>OUR WONDERFUL COUNTRY</u> Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. <u>THE LAKE DISTRICT VS LOCAL ENVIRONMENT.</u> Can understand the physical and human geography of the UK and its		<u>AMAZON RAINFOREST</u> Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate. Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.	<u>A STUDY OF LONDON</u> Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. Understand how a region has changed and how it is different from another region of the UK. Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers). Can plan and carry out a fieldwork

			Can recognise a natural environment and describe it using key vocabulary		<p>contrasting human and physical environments.</p> <p>Can explain why some regions are different from others</p> <p>Can identify and sequence a range of settlement sizes from a village to a city.</p> <p>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with</p>			investigation in an urban area and/or a rural area using appropriate technique.
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					<p>rivers and mountains.</p> <p>Can use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Can, in a group, carry out fieldwork in the local area selecting appropriate techniques.</p>			
Vocabulary	<p>old new home street road busy quiet before now next</p>	<p>place past present future Gusford Chantry</p>	<p>IPSWICH AND ITS SURROUNDING AREAS surroundings, environment, town, similar, different, map, near, far, countryside, birds-eye view,</p>	<p>COMPARING RIO DE JANEIRO & IPSWICH compare, equator, Brazil, coast, location, mountain, forest, tourism, temperature, celsius</p>	<p>OUR WONDERFUL COUNTRY urban, rural, local, human geography, physical geography, county, region, variation, population</p> <p>THE LAKE DISTRICT VS LOCAL ENVIRONMENT land use, agriculture, industry, terrain, vegetation, scale, settlement, water</p>		<p>AMAZON RAINFOREST biomes, adaptation, vegetation belts, production, economy, conservation, consumption</p>	<p>A STUDY OF LONDON global supply chain, residential, industrial, topography, demographic, diversity, commercial, recreation, parliament</p>

					cycle, precipitation,			
Locational Knowledge								
Birth to Five National Curriculum			<p>THE UK Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>THE WIDER WORLD Can name and locate the seven continents and five oceans on a globe or atlas</p>		<p>WHAT'S ACROSS THE SEA? Can locate some countries in Europe on map or atlas.</p>	<p>LINES AROUND THE WORLD Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p> <p>Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>Can use a map to locate some states of the USA</p>		

						Can use a map or atlas to locate some countries and cities in North America.		
Vocabulary			THE UK Country, England, Scotland, Wales, Northern Ireland, United Kingdom, capital city, weather, government, island THE WIDER WORLD Earth, world, globe, continents, oceans, north pole, south pole, direction, travel, transport		WHAT'S ACROSS THE SEA? 4 figure grid reference, position, hemisphere (Northern/Southern), tropics of cancer, coordinates, axis, grid square, northings, eastings,	LINES AROUND THE WORLD latitude, longitude, tropics, time zones, climate, vegetation, contour, 8 compass points.		
Human and Physical Geography								
Birth to Five National Curriculum	Shows interest in different occupation and ways of life indoors and outdoors (communities) Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (communities)	Knows that other children do not always enjoy the same things, and is sensitive to this (communities) Knows about similarities and differences between themselves and others, and among families, communities,				NATURAL DISASTERS Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate	NATURAL RESOURCES Describe and understand key aspects of human geography including economic activity including distribution of natural resources including energy, food, minerals and water. Know and understand what life is like in cities and in villages	RIVERS OF THE UK Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Can locate the UK's major urban areas, knowing some of their distinct characteristics

	<p>Shows care and concern for living things and the environment</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p><i>Talks about why things happen and how things work (weather)</i></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p>cultures and traditions.</p> <p>Looks closely at similarities, differences, patterns and change in nature (places + weather)</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p>				<p>geographical vocabulary.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p>	<p>and in a range of settlement sizes.</p> <p>Can understand that products we use are imported as well as locally produced.</p> <p>Can explain how the types of industry in the area have changed over time.</p> <p>Can understand where our energy and natural resources come from.</p> <p>TRADING PLACES</p> <p>Describe and understand key aspects of human geography including economic activity including trade links.</p> <p>Can present information gathered in fieldwork using a range of graphs (e.g. research</p>	<p>and how some of these have changed over time.</p> <p>Can recognise broad land-use patterns of the UK</p>
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							<p>into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p> <p>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate technique.</p>	
Vocabulary	<i>same different house nursery before after indoors outdoors</i>	<i>familiar unfamiliar change school jobs buildings</i>				<p>NATURAL DISASTERS earthquakes, tectonic, epicentre,, magnitude, cause and effect, impact, seismic wave</p>	<p>NATURAL RESOURCES distribution, economical, industry, sustainable, non-renewable, generation, natural resources, political</p> <p>TRADING PLACES import, export, supply, demand, trade, globalisation, fairtrade, push/pull factors</p>	<p>RIVERS OF THE UK source, tributary, meander, mouth, estuary, confluence, watershed, erosion, floodplain, basin</p>
Geographical skills and fieldwork								
Birth to Five		Looks closely at similarities, differences,		MARVELLOUS MAPS		OUT IN THE FIELD		MAPPING MOUNTAINS

National Curriculum		patterns and change in nature, places + weather		<p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language</p>		<p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK</p> <p>Can make a map of a short route with features in the correct order and in the correct places.</p> <p>Can make a simple scale plan of a room.</p> <p>Can present information gathered in fieldwork using simple graphs.</p> <p>Can use the zoom function of a digital map to locate places.</p> <p>.</p> <p>Can use fieldwork to observe,</p>		<p>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Can use thematic maps for specific purposes.</p> <p>Can use four-figure grid references and find six-figure grid references.</p> <p>Can describe height and slope from a map.</p> <p>Can read and compare map scales</p> <p>Can make sketch maps of areas using symbols, a key and a scale.</p>
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**INVESTIGATING
SUFFOLK**

Can use aerial photos to identify physical and human features of a locality.

Can draw a simple map with a basic key of places showing landmarks.

Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate technique places showing landmarks.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Can keep a weekly weather chart based on

measure, record and present the human and physical features in the local area.

Can, in a group, carry out fieldwork in the local area selecting appropriate techniques.

Can use digital maps to investigate features of an area.

				<p>first-hand observations using picture symbols, and present this data.</p> <p>Can locate features of the school grounds on a base map</p>				
Vocabulary	<p><i>move forward backward turn</i></p>	<p><i>Next to under above I wonder... I noticed...</i></p>		<p>MARVELLOUS MAPS <i>key, atlas, symbols, locate, identify, 4 compass points, route, area, local</i></p> <p>INVESTIGATING SUFFOLK <i>aerial, landmarks, observe, data, graph, feature, port, natural, man-made,</i></p>		<p>OUT IN THE FIELD <i>Ordnance survey maps, 6 figure grid reference, scale, 8 compass points, source (primary/secondary), coordinates, GIS,</i></p>		<p>MAPPING MOUNTAINS <i>thematic maps, land-use pattern, distinct, landform, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, incline</i></p>