

Geography – Concept Map  

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|  | Early Years | Year 1&2 | Year 3&4 | Year 5&6 |
| **Investigating places:**   * **Locations** * **Physical features** * **Human features** | * To state where they live in the local area. * To identify key familiar landmarks in the local area: supermarket, library, park, school. * To locate the school on a local map. * To recognise key features of different locations: Farm, seaside, town. * To point out key natural features: hill, mountain, river. | * To name the countries of the UK. * To state key features of the 4 UK capital cities. * To understand what an aerial view shows. * Can compare two cities and state similarities and differences. * To compare life in a UK city with cities in other European and non - European countries. * To point out key landscape features: hill, mountain, coast, harbour, canal etc.. and state which are man –made and which are physical. | * To name the continents and seas of the Earth. * To understand that the crust of the Earth forms the land upon which we live. * To name the countries, cities and some of the counties of the UK. * To label and describe the equator and tropics of cancer and Capricorn and understand the importance of these. * To compare land use in different settlements both in the UK and the places studied. * To explain why settlements have developed in particular locations. | * To identify and name the countries and cities of Western Europe. * To locate key rivers of the world and discuss their importance. * To identify the countries and cities of South America. * To compare the key features of South America with the UK. * To explain why settlements have developed over time and the importance rivers have played in this. |
| **Investigating patterns:**   * **Physical processes** * **Human processes** | * To know what the weather is like in the UK through daily recordings. * To talk about what a hot country and a cold country are like. | * To compare the climate of the UK with that of a desert/ savannah. * To explain what a weather forecast shows. | * To describe the differences between our climate and that of tropical climates. * To compare the human features of a settlement in a tropical country with that of a UK settlement – identifying key similarities and differences. * To explain how settlements have built over time due to human behaviours i.e establishment of national parks/ seaside resorts/reservoirs. | * To explain why different climate conditions occur in different countries. * To report on and discuss the climates in Western Europe and in South America. * To explain what a biome is and the importance of these around the world. * To understand the impact of climate change on biomes around the world, and make suggestions as to why this is happening and how we work to resolving it. * To describe the features of rivers and how they are formed over time using correct terminology. * To explain how water and weather can change the landscape of places. * To make predictions about how human activity may impact the land in the future. * To explain where our foods come from and the impact this can have on the environment. * To explain the formation of key physical processes: earthquakes, volcanic eruptions, hurricanes, and the impact these can have on settlements. |
| **Geographical skills and fieldwork** | * To point out key features on a simple map. * To name some features of a farm, seaside and of a town. | * To follow a map to navigate the local area. * To use a map to identify key features of a city. * To use maps and atlases to identify key areas in the UK, including cities and landmarks in the local area. | * To be able to locate areas of high ground on globes, maps and in atlases. * To use maps of the UK to identify key settlements built by invaders over time. * To collect information from geographical fieldwork, analyse and present it. * To use 4 figure grid references. * To use 4 points of a compass to describe the position of places. | * To be able to investigate features of a map using 6 figure grid references. * To use OS symbols to identify features on a map and hypothesise why those features may be where they are. * To investigate and discuss why maps have changed over time with the evolving land use. * Tp use the 8 point compass to describe routes on a map. * To collect information whilst on field trips to use and analyse for presentations. |
| **Communicating Geographically** | * To talk about places using some geographical terms, photographs, drawings and images. | * To present simple fact files about particular areas studied around the world. * Use key geographical vocabulary to present information to others. | * To plan and present information to a specific audience. * To use text, diagrams and charts to explain features of different places. | * To present in details using maps, diagrams and graphs. * To present information to a particular audience, ensuring key geographical vocabulary and facts are used. |
| **Vocabulary** | Map  Earth  Sea  Land  Seaside  Town  Farm  City  Weather  River  Mountain  School  home | Settlement  Town, city, village  Map  Street  Houses  Shops  River  Canal  Library  park  Local area  Symbol  United Kingdom  England, Northern Ireland, Wales, Scotland | Hemisphere  Climate  Biome  Equator  Latitude  Longitude  Tropical  Weather  Sustainable  Precipitation  Rainfall  humidity  Globe  Atlas  Features  Mapping | Digital mapping  Ordnance survey  Maps  Symbols  Keys  Reasoned  Features  Atlas  Map  globe |