

 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.
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| **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.
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| **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.
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| **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.
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| **Vocabulary** | MapEarthSeaLandSeasideTownFarmCityWeatherRiverMountainSchoolhome | SettlementTown, city, villageMapStreetHousesShopsRiverCanalLibraryparkLocal areaSymbolUnited KingdomEngland, Northern Ireland, Wales, Scotland | HemisphereClimateBiomeEquatorLatitudeLongitudeTropicalWeatherSustainablePrecipitationRainfallhumidityGlobeAtlasFeaturesMapping | Digital mappingOrdnance surveyMapsSymbolsKeysReasonedFeaturesAtlasMapglobe |