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| **UK and local area** | | |
| **Skills** | **Knowledge** | **Key vocabulary** |
| **Early Years**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | **There’s a bird at the bottom of the garden (F1)**   * Culture curiosity- England   **Around the World (F2)**   * Name and describe plants outside. * Explore natural world around them (school grounds, forest). * Describe what they see, hear and feel outside. * Explore where we live. | Shaw Ridge, Swindon, London  Place, quiet, busy, calm, noisy |
| **Year 1** I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.  I know about the local area and can name key landmarks, e.g. the nearest local green space. | **Topics:**  **All about me (Local area)**   * Locate UK on a map * Name the four countries that make up the UK. * Local area- school grounds * Journey string of local environment. * Landmarks in the local area (Lydiard Park)   **The Wild Things**   * Name the capital cities in the UK. * Explore the difference between cities, towns and countryside. | Map, Swindon, England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city, countryside, Capital, London, Belfast, Cardiff, Edinburgh |
| **Year 2**  I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.  I know about the local area, and can name and locate key landmarks. | **Topics:**  **Superheroes**   * Explore Swindon on Google Earth. * Draw Shaw Ridge School and label key features. * Identify the UK borders. * Locate the seas around the coastline * Label map of the UK.   **Forests**   * Trip to Shaw Forest. * Journey stick of trip to Shaw Forest. | Map, Swindon, England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city, countryside, Capital, London, Belfast, Cardiff, Edinburgh  Bird’s eye/aerial view, borders, coastline  Shaw Forest, physical features, natural |
| **Year 3**  I can describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK.  I can locate the UK's major urban areas; locate some physical environments in the UK. | **Topics:**  **Great Me, Great Britain**   * Use an atlas to locate major cities in the UK and record on a map. * Name and locate some UK counties using a map. * Create a fact file about Wiltshire. * Locate some UK rivers and identify the areas they flow through on a map. * Create geodough maps of a UK country. * Identify areas of high ground on a map. * Research UK mountains. * Create playdough mountains and map contours. | England, Scotland, Wales, Northern Ireland, United Kingdom, Capital city, London, Belfast, Cardiff, Edinburgh, counties, urban areas, Wiltshire, rivers, hills, mountains, altitude, erosion, gorge, mountain range, summit, tectonic plates, valley, contour lines |
| **Year 4**  I can describe where the UK is located, and name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.  I can locate and describe some human and physical characteristics of the UK. | **Topics:**  **World War Two**   * Identify key places in Swindon that were significant during WW2.   **Go With the Flow (Rivers)**   * Know which towns and cities the River Thames flows through. * Locate major urban areas in the south of England. * Trip to a river.   **The World Around us**   * Locate areas North, East, South and West of Swindon. | Wiltshire, South West England, North, East, South, West, urban, counties  River Thames, River Severn |
| **Year 5** I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.  I can locate the UK's regions and major cities. | **Topics:**  **Home and Away**   * UK physical features compared to France * Map rivers and mountains in UK and France (comparison) * Compare Bournemouth to Caribbean   **Extreme Weather Events**   * Locate rivers * Locate flood plains * Recent UK flooding * UK Storms (Eunice) | UK, area, region, mountain range, population, comparison |
| **Year 6** I can locate and describe several physical environments in the UK, environments, and how they change.  I can recognise broad land-use patterns of the UK. | **Topics:**  **On the Edge (Coastal)**   * Use compass directions to locate counties in England and explore how land is used within those areas.   **Ancient Greece**   * Locate and explore UK Mountain ranges on a map. | Peak District, Snowdonia, Pennines, Brecon Beacons, Cambrian, North York Moors, Dartmoor, Grampians, Southern Uplands |

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| **World and Continents** | | |
| **Skills** | **Knowledge** | **Key vocabulary** |
| **Early Years**  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | **Topics:**  **Celebrations (F1)**   * Culture curiosity- India   **Robots (F1)**   * Culture curiosity- China   **Rumble in the Jungle (F1)**   * Culture curiosity- Amazon Rainforest   **There’s a bird at the bottom of the garden (F1)**   * Culture curiosity- England   **Traditional Tales (F2)**   * Make and taste bread from around the world.   **Winter (F2)**   * Sorting clothes for different weather.   **Around the World (F2)**   * Recognise environments that are different from the one in which they live. * Countries that contrast. * Recognise how life is different in one country to another.   **Winter (F2)**   * Antarctic | India, China, Amazon, England, hot, cold  Africa, New Zealand, Australia |
| **Year 1** I can recognise and name some continents and oceans on a globe or atlas. | **Topics:**  **What a wonderful world**   * Explore the continents of the world and identify using an atlas. * Learn the continents song. * Use an atlas to name oceans. | Map, World, atlas, continent, ocean, country, land, atlas, Asia, Africa, North America, South America, Antarctica, Europe, Australasia/Oceania |
| **Year 2**  I can name and locate the seven continents and five oceans on a globe or atlas. | **Topics:**  **Superheroes**   * Look at the location and shape of the continents. Use play dough to create each continent. * Label 5 oceans on a floor map.   **Into the Freezer**   * Visit from an Arctic explorer * Label Polar Regions and equator on a World map. * Locate countries within the Polar Regions and close to the Equator. | Map, World, globe, Asia, Africa, Europe, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern (ocean), Polar Region, Equator, countries, hot/cold climate |
| **Year 3**  I can locate countries in Europe and North and South America on a map or atlas.  I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.  I can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. | **Topics:**  **Great Me, Great Britain**   * Locate the Poles, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Capricorn and Tropics of Cancer on a World map.   **Into Africa**   * Use an atlas to label countries in Africa.   **Extreme Earth (Volcanoes and Earthquakes)**   * Locate volcanos on a world map. * Identify countries that experience earthquakes. | Poles, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Capricorn, Tropics of Cancer  Africa, continent, countries, capital cities |
| **Year 4**  I can locate some countries in Europe and North and South America on a map or atlas.  I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. | **Topics:**  **World War One**   * Name and locate the main countries involved in the lead-up to WW1.   **World War Two**   * Know that the Greenwich Meridian passes through London. * Know that the Greenwich Meridian is the basis for the global system of time zones.   **Go With the Flow (Rivers)**   * Learn facts about well-known rivers of the world and the countries they pass through. * Plot rivers on a world map using a key.   **Under the Canopy (Rainforests)**   * Name and locate countries that have rainforests on a map. * Describe features of forests found in the UK. | Germany, Italy, Russia, France, Great Britain  Longitude, latitude, parallels, meridian, Prime/Greenwich Meridian  Nile, Amazon, Yangtze, Zambezi, Thames, Severn, Mississippi, Congo, Ganges  Tropics of Cancer and Capricorn, Equator, Suriname, Brazil, Guatemala, Honduras, Bolivia |
| **Year 5** I can describe some key physical and human characteristics of Europe and North and South America.  I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. | **Topics:**  **Home and Away**   * Explore a region in Europe (Alps) * Explore a region in North America (Grand Canyon)   **Enough for Everyone (sustainability)**   * Locate Germany and Japan * Car factories     **Extreme Weather Events**   * Investigate tropical storms and where they appear (hurricanes, cyclones and typhoons) * Learn about tornadoes, wildfires and flooding. * Specific examples of extreme weather within America (Katrina etc) | Region, Europe, Alps, France, North America, Grand Canyon  Germany, Japan  America, hurricane, cyclones, typhoons, tornado, tropical storms, flooding, wildfires |
| **Year 6** I can locate cities, countries and regions of Europe and North and South America on physical and political maps.  I can describe key physical and human characteristics and environmental regions of Europe and North and South America. | **Topics:**  **Ancient Greece**   * Name countries in Europe and their capital cities. * Explore regions of North and South America on a map and locate specific places.   **On the Edge (Coastal)**   * Use an atlas to fill in a blank map of the world. |  |

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| **Human Geography** | | |
| **Skills** | **Knowledge** | **Key vocabulary** |
| **Early Years**  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | **Topics:**  **Under the Sea (F1)**   * Explore what lives in the seas/oceans   **Traditional tales (F2)**   * Make bridges   **Around the World (F2)**   * Recognise how life is different in one country to another. | Same, different, similar |
| **Year 1** I can talk about a human environment, such as the local area or a UK city, naming some features.  I can show awareness of my locality and identify one or two ways it is different and similar to a distant place. | **Topics:**  **The Wild Things**   * Explore London and key landmarks. * Make Big Ben/The London Eye. * Identify differences between London and Swindon. * Compare Swindon with a town in Australia. | Town, city, Swindon, London, manmade, human, physical, landmarks, Big Ben, London Eye, Tower of London, Houses of Parliament |
| **Year 2**  I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there.  I can describe my locality and how it is different and similar to a distant place. | **Topics:**  **Habitats**   * Write a list of human and physical features within the school grounds. * Identify the features of a hamlet and a village.   **Forests**   * Compare the physical and human features of Shaw Forest and the Amazon Rainforest. | Human, physical, hamlet, village, London, Swindon, Wanborough, Hodson  Shaw Forest, Peru, The Amazon, comparison, human, physical |
| **Year 3**  I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.  I can recognise the main land uses that occur in different settlements using a range of key vocabulary. | **Topics:**  **Into Africa**   * Explore human and physical features of Africa. * Research chosen countries in Africa, including flag, capital cities, languages, population and key landmarks. * Learn about the diversity of life in African countries.   **Settlements**   * Use Google maps to identify local settlements. * Identify the different land uses of local settlements. | Africa, continent, countries, capital cities, flag, languages, population, human, physical, diversity of life  Settlements, land use |
| **Year 4**  I can describe the characteristics of settlements with different functions.  I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.    I can identify how humans affect physical environments such as rainforests. | **Topics:**  **Under the Canopy (Rainforests)**   * Understand the meaning of deforestation and its impact on rainforests.   **The World Around Us**   * Describe settlements within the UK and identify land uses, e.g. industrial, business or leisure. * Explore how different towns and cities have developed, e.g. Swindon and Bath. | Deforestation |
| **Year 5** I can know the journey of how one product gets into their home in detail.  I can describe different types of Industry currently in the local area.  I can identify how humans affect the environment over time and discuss what is being done to manage and sustain the  environment. | **Topics**  **Enough for Everyone (sustainability)**   * Cop 26 * Human threats – deforestation, pollution, by-catch, global warming * Carbon footprint * Water journey * Renewable/Non-renewable energy * Journey of food * Car manufacturing – Honda/BMW | Cop 26, human threat, deforestation, pollution, by-catch, global warming, carbon footprint, renewable energy, non-renewable energy, solar power, wind power. |
| **Year 6** I can understand how a region has changed and how it is different from another region of the UK.  I can know information about a region of Europe and North or South America and its economic activity. | **Topics:**  **On the Edge (Coastal)**   * Sea defences- How humans are trying to control nature. * Research and debate human impact of Happisburgh sea defences.   **Ancient Greece**   * Explore mountain ranges in North or South America. | Sea defences, human impact, region, comparison |

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| **Physical Geography** | | |
| **Skills** | **Knowledge** | **Key vocabulary** |
| **Early Years**  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons. | **Topics:**  **Under the Sea (F1)**   * Floating a boat   **Around the World (F2)**   * Songs/poems about natural world * Draw pictures of the natural world. * Use senses/hands on experiences in the natural world.   **Winter (F2)**   * Exploring ice * Keeping water warm | Environment, same, different, seasons, Spring, Summer, Autumn, Winter, hot, cold |
| **Year 1** I can show awareness that the weather may vary in different parts of the UK and in different parts of the world.  I can talk about a natural environment, naming its features using some key vocabulary. | **Topics:**  **What a Wonderful world**   * Explore weather around the world and discuss how it is similar/different to the UK. * Look at photos and videos of fields/rural areas in the UK. | Weather, seasons, Spring, Summer, Autumn, Winter, country, countryside, fields, rural |
| **Year 2**  I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.  I can recognise a natural environment and describe it using key vocabulary | **Topics:**  **Superheroes**  **Into the Freezer**   * Compare physical features of the Arctic and Antarctic. * Visit from an Arctic explorer   **Habitats**   * Write a list of human and physical features within the school grounds.   **Forests**   * Recognise and identify the physical features of a forest. | Arctic, Antarctic, Equator, Polar regions, North Pole, South Pole  Human, physical, natural, manmade  Forest, Savernake Forest, Shaw Forest |
| **Year 3**  I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.  I can recognise different natural features such as a mountain and Volcano and describe them using a range of key vocabulary. | **Topics:**  **Extreme Earth (Volcanoes and Earthquakes)**   * Learn about how volcanos are made and name parts. * Make own volcanos to explore how they erupt. * Explore how earthquakes happen and how they affect life.   **Great Me, Great Britain**   * Locate some UK rivers and identify the areas they flow through on a map. * Create geodough maps of a UK country. * Identify areas of high ground on a map. * Research UK mountains.   Create playdough mountains and map contours. | Volcanoes, earthquakes, tectonic plates, eruption, equator, poles  rivers, hills, mountains, altitude, erosion, gorge, mountain range, summit, valley, contour lines |
| **Year 4**  I can use simple geographical vocabulary to describe significant physical features such as rivers and talk about how they change.  I can describe the water cycle in sequence, using appropriate vocabulary.  I can name some of the processes associated with rivers. | **Topics:**  **Go With the Flow (Rivers)**   * Label diagram to show how rivers are formed. * Name and define erosional river features. * Create a fact file about a major river of choice.   **Under the Canopy (Rainforests)**   * Understand that most rainforests are located near the Equator. * Create a diagram to show the four layers of a rainforest. * Research and discuss characteristics of animals living in different rainforest layers. * Identify and compare four main forest types. | Freshwater, river, channels, bed, banks, stream, tributary, mouth, estuary, source, erosion, deposition, sediment, meanders, oxbow lakes, waterfalls, flood plain  Rainforests, weather, climate, Equator, canopy, emergent, understory, forest floor, Temperate Deciduous, Temperate Coniferous, Boreal, Tropical Rainforest |
| **Year 5** I can understand that climate and vegetation are connected in an example of a biome  Food is grown in many different countries because of their climate.  I can know and share information about a European region and a region in North or South America, and understand that a region is unique. | **Topics:**  **Home and Away**   * River and mountain comparisons * UK physical features compared to France * Explore a region in North America (Grand Canyon)   **Extreme Weather Events**   * Wildfires in Australia (unique region)   **Enough for Everyone (sustainability)**   * Explore food packaging. * Discuss climates for fruit/veg growth * Imports/Exports | Climate, vegetation, biome  Region, wildfires, European, North America, South America,  Import, export |
| **Year 6** I can describe what the climate of a region is like and how plants and animals are adapted to it.  I can describe and understand a range of key physical processes and the resulting landscape features.  I can understand how a mountain region was formed. | **Topics:**  **On the Edge (Coastal)**   * Explore how erosion and deposition have produced coastal features in Dorset. * Coastal defences.   **Ancient Greece**   * Make an information booklet about fold mountains, volcanic mountains and plateau mountains. | Erosion, deposition, beaches, arches, spits, stacks, stumps, coastal landforms, coastal features  Altitude, contour, peaks, slopes, elevation, summit, Mount Kea, Mount Everest, plateau, fold, volcanic, tree line |

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| **Geographical and fieldwork skills** | | |
| **Skills** | **Knowledge** | **Key vocabulary** |
| **Early Years**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | **Topics:**  **Around the World (F2)**   * Use senses/hands on experiences in the natural world. * Look at aerial views of the school * Explore buildings, open spaces, roads. * Maps from stories (Gruffalo /Goldilocks) | Move, direction, forwards, backwards, buildings, roads, path, street |
| **Year 1**  I can locate places on a map of the local area using locational and directional language.  I can draw a simple map. | **Topics:**  **All about me (Local area)**   * Map of the classroom * Study of Swindon on a map * Use of location and directional language | Near, far, left, right, landmarks, aerial view, map, location, journey |
| **Year 2**   I can describe a journey on a map of the local area using simple compass directions and locational and directional language.  I can draw a simple map with a basic key of places showing landmarks. | **Topics:**  **Into the Freezer**   * Visit from an Arctic explorer * Create a polar region map with a focus on physical features, e.g. mountain. * Follow and give compass directions around the school grounds. * Create largescale maps in the playground.   **Habitats**   * Draw the physical features of the school grounds onto a map and create a simple key.   **Forests**   * Use a compass to find N, E, S and W. * Create a journey stick during trip to Shaw Forest. * Create a simple map of Shaw Forest. | Map, Polar Regions, key, symbols, compass directions, physical features  Map, key, physical features  North, East, South, West |
| **Year 3**  I can use a simple letter and number grid and give direction instructions up to four compass points.  I can, in a group, carry out fieldwork in the local area and present information. | **Topics:**  **Great Me, Great Britain**   * State which direction would need to be taken to travel from one place to another specific city   **Settlements**   * Create map of Unity Garden using letter and number grid. * Create map of West Swindon Shopping Centre and colour code by trade. Present data found in groups. | 4 point compass direction, letter and number grid, fieldwork |
| **Year 4**   I can find 4 figure grid references and give direction instructions up to eight compass points.  I can make a map of a short route with features in the correct order and in the correct places.  I can use the zoom function of a digital map to locate places. | **Topics:**  **Go With the Flow (Rivers)**   * Use a digital atlas to locate well-known rivers of the world. * Plot the journey of the River Thames on a map.   **The World Around us**   * Use four figure grid references to locate countries. * Use up to eight compass points to locate areas North, East, South and West of Swindon.   **Under the Canopy (Rainforests)**   * Use a digital atlas to locate countries with rainforests. | 4 figure grid reference, map, route, journey, compass |
| **Year 5** I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and Longitude  I can use 4 figure and find 6 figure grid references.  I can use digital maps to identify human and physical features. | **Topic:**  **Home and Away**   * Locate Alps and Rockies on digital maps and explore features.   **Extreme Weather Events**   * Use grid references to locate places where significant weather events occur. | 4 figure and 6 figure grid references, digital maps, latitude, longitude |
| **Year 6** I can use and find 4 and 6 figure grid references.  I can make sketch maps of areas using symbols, a key and a scale and I can use digital maps to investigate features of an area.  I can plan and carry out a fieldwork investigation in a rural area using appropriate techniques. | **Topics:**  **On the Edge (Coastal)**   * Fieldwork trip to Charmouth and Lyme Regis- fossil hunting/ sea defences. * Look at OS maps of Dorset and Isle of Wight. * Investigate map symbols using keys. * Identify and give grid references for given places. * Use scales to calculate distances between places. | 4 figure and 6 figure grid references, key, scale, fieldwork, rural, distance, Ordnance Survey, symbols, sketch maps, digital maps |