

GEOGRAPHY – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 2 (A) Phase: EYFS	Earth planet place environment city buildings forest desert same different	<u>The Solar System</u> <ul style="list-style-type: none"> I know that I live on the planet Earth. [Understanding the World: The Natural World] I know that there are different environments on the planet Earth, including cities, forests and deserts. [Understanding the World: The Natural World] I know that we share the Earth with different people, plants and animals. [Understanding the World: The Natural World] 	<u>The Solar System</u> <ul style="list-style-type: none"> I can name the planet Earth. [Understanding the World: The Natural World] I can identify different environments, such as cities, forests and deserts. [Understanding the World: The Natural World] I can make observations of animals and plants in my environment. [Understanding the World: The Natural World] I can compare my environment to the environment of another place on Earth. [Understanding the World: The Natural World]
Spring 2 (A) Phase: EYFS	seasons autumn winter spring summer weather nature greenhouse environment	<u>Spring into Action</u> <ul style="list-style-type: none"> I know that there are four seasons. [Understanding the World: The Natural World] I know that the weather is different in different places. [Understanding the World: The Natural World] I know that plants grow in different environments, including natural environments and greenhouses. [Understanding the World: The Natural World] 	<u>Spring into Action</u> <ul style="list-style-type: none"> I can name the four seasons. [Understanding the World: The Natural World] I can describe changes in the weather. [Understanding the World: The Natural World] I can observe plants and animals in a natural environment. [Understanding the World: The Natural World] I can observe plants and animals in a contrasting environment. [Understanding the World: The Natural World] I can compare my environment to the environment of another place on Earth. [Understanding the World: The Natural World]
Summer 1 (A) Phase: EYFS	Hull city farm greenhouse environment countries map same different	<u>Healthy Living</u> <ul style="list-style-type: none"> I know that I live in Hull. [Understanding the World: People, Culture and Communities] I know that foods grow in different environments, including natural environments, farms and greenhouses. [Understanding the World: The Natural World] I know that some of our food comes from other countries. [Understanding the World: The Natural World] 	<u>Healthy Living</u> <ul style="list-style-type: none"> I can find Hull on a simple map. [Understanding the World: People, Culture and Communities] I can compare the environments in which different foods grow. [Understanding the World: The Natural World] I can explain where my food comes from. [Understanding the World: The Natural World; Understanding the World: People, Culture and Communities]
Autumn 2 (A) Phase: Y1/2	human feature, physical feature, aerial view, landmark, local area, route, habitat, compass directions (North, East, South, West), Hull	<u>Hidden Habitats</u> <ul style="list-style-type: none"> I know what a human feature is. I know what a physical feature is. I know what an aerial view is. I know how to take information from a map. I know how to use a key. 	<u>Hidden Habitats</u> <ul style="list-style-type: none"> I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork and observational skills to study the human and physical features in the local area. I can devise a simple map. I can construct a key by using basic symbols. I can use geographical vocabulary including: house, office, shop and factory.
Spring 2 (A) Phase: Y1/2	continent, country, city, equator, ocean, North/South Pole, the continents: Antarctica, Africa, Asia, Europe, North America, Australia and South America, the oceans: Arctic, Atlantic, Indian, Pacific and Southern, rainforest, deforestation	<u>Save the orangutans</u> <ul style="list-style-type: none"> I know the seven continents of the world. I know the names of the oceans of the world. I know what the Equator is. I know the difference between a continent, country and city. I know the directions: North, South, East and West. 	<u>Save the orangutans</u> <ul style="list-style-type: none"> I can use world maps and atlases to find continents and oceans. I can identify and locate the hot and cold areas of the world in relation to the equator and the North and South Poles. I can use geographical vocabulary including: continents, countries and cities. I can use the geographical vocabulary: North, South, East and West.

Summer 1 (A) Phase: Y1/2	country, capital city, United Kingdom, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, town, village, English Channel, North Sea, Irish Sea, Atlantic Ocean, temperature	<u>Take me to Italy</u> <ul style="list-style-type: none"> I know the names and locations of the four countries of the UK. I know the names and locations of the four capitals of the UK. I know the names and locations of the seas surrounding the UK. I know that the weather in the UK is different from the weather in some other countries, including Italy. I know what a human feature is. I know what a physical feature is. I know the differences between countries, cities and villages. 	<u>Take me to Italy</u> <ul style="list-style-type: none"> I can name and locate the four countries of the UK. I can name and locate the four capital cities of the UK. I can name and locate the seas surrounding the UK. I can identify seasonal and daily weather patterns in the UK. I can describe the human and physical similarities and differences between the UK and another country. I can use geographical vocabulary including: country, city and village.
Autumn 2 (A) Phase: Y3/4	hemisphere, Tropic of Cancer, Tropic of Capricorn, latitude, longitude, composite volcano, shield volcano, dome volcano, dormant, eruption, crater, ash cloud, core, crust, Mount Etna, Mount Vesuvius	<u>Up in Smoke</u> <ul style="list-style-type: none"> I know the names and locations of some volcanoes. I know the different types of volcanoes. I know how volcanoes are formed. 	<u>Up in Smoke</u> <ul style="list-style-type: none"> I can use maps and atlases to find the location of volcanoes. I can use digital/computer mapping to locate the countries where volcanoes are situated.
Spring 2 (A) Phase: Y3/4	local area, map index, physical feature, human feature, industry, landscape, retail, recreation, environment	<u>What a load of rubbish!</u> <ul style="list-style-type: none"> I know how human settlements affect land use. I know how natural resources are distributed, including energy, food, minerals and water. 	<u>What a load of rubbish!</u> <ul style="list-style-type: none"> I can use fieldwork to measure and record the human impact on the local area. I can present my fieldwork findings in the form of a graph. I can draw a sketch map that includes a key.
Summer 1(A) Phase: Y3/4	country, continent, climate, equator, tropics, South America, Amazon, fair trade, agriculture, deforestation, transportation, vegetation, north-east, north-west, south-east, south-west	<u>Chocolate: Is it worth it?</u> <ul style="list-style-type: none"> I know the locations of the rainforests of the world. I know the structure of a rainforest. I know the difference between latitude and longitude. 	<u>Chocolate: Is it worth it?</u> <ul style="list-style-type: none"> I can use maps and atlases to locate the countries in which rainforests are found. I can describe the physical geography of a rainforest. I can locate the Equator, Tropic of Cancer and Tropic of Capricorn. I identify the position of the Northern Hemisphere and Southern Hemisphere.
Autumn 2 (A) Phase: Y5/6	plate boundary, epicentre, fault line, aftershock, Richter scale, tectonic, tremor, latitude, longitude, South America, Haiti, core, crust, mantle	<u>Disaster!</u> <ul style="list-style-type: none"> I know and understand how the physical geography of an area can influence a natural disaster, such as an earthquake (relating to tectonic plates and fault lines). I know that the Earth is made up of layers. I know how the physical geography of an area can impact the human geography of an area, such as types of settlement and how land is used. 	<u>Disaster!</u> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital computer mapping to describe features that relate to natural disasters. I can identify the position and significance of latitude and longitude. I can describe the geographical similarities and differences between a region of the UK, a region of a European country, and a region of South America.
Spring 2 (A) Phase: Y5/6	residential, commercial, industrial, retail, community, industry, development, sustainable, economy, settlement	<u>Our Community</u> <ul style="list-style-type: none"> I know and understand key aspects of human geography, including economic activity and trade links in my local area. I know how land use patterns in my local area have changed over time. 	<u>Our Community</u> <ul style="list-style-type: none"> I can use fieldwork to observe, measure and record human and physical features in the local area. I can present the outcomes of my fieldwork study using sketch maps. I can present the outcomes of my fieldwork study using graphs. I can present the outcomes of my fieldwork study using digital technologies.
Summer 1 (A) Phase: Y5/6	manufacture, location, population, region, developer, industry, climate zone, altitude, the eight compass points, grid reference	<u>Great Southcoates Bake Off</u> <ul style="list-style-type: none"> I know how the physical geography of an area can impact land use. I know and understanding key aspects of human geography, including the distribution of natural resources including food. I know why our food is or isn't sourced from various climate zones, biomes and/or vegetation belts 	<u>Great Southcoates Bake Off</u> <ul style="list-style-type: none"> I can locate climate zones, biomes and vegetation belts using maps, atlases and/or digital computer mapping. I can create maps of locations identifying patterns (such as: land use, climate zones, population densities and height of land). I can collect and analyse statistics and other information in order to draw clear conclusions about locations.

GEOGRAPHY – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 2 (B) Phase: EYFS	land sea water ocean ice snow melt changing environment	<u>Under The Sea</u> <ul style="list-style-type: none"> I know that a large part of the Earth is covered in water. [Understanding the World: The Natural World] I know that some of the Earth is covered in snow and ice. [Understanding the World: The Natural World] I know that some of the ice on our planet is melting. [Understanding the World: The Natural World] 	<u>Under The Sea</u> <ul style="list-style-type: none"> I can explain the difference between land and sea. [Understanding the World: The Natural World] I can talk about the similarities and differences between the environment under the sea and my own environment. [Understanding the World: The Natural World]
Spring 2 (B) Phase: EYFS	city Hull place local community area map	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I know that I live in the city Hull. [Understanding the World: People & Communities] I know where I live. [Understanding the World: People & Communities] I know that there are places in my local community that help people. [Understanding the World: People & Communities] I know that I live in a house. [Understanding the World: People & Communities] 	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I can find the city Hull on a simple map. [Understanding the World: People & Communities] I can draw a simple map to show my immediate environment. [Understanding the World: People & Communities]
Summer 2 (B) Phase: EYFS	park mountain beach local near far community services map	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I know that there are different places that people go get fit, including parks, mountains and beaches. [Understanding the World: People & Communities] I know that there are doctors' surgeries, dentists and hospitals in my local area that help to keep me healthy. [Understanding the World: People & Communities] 	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I can talk about where I might exercise in the local area. [Understanding the World: People & Communities] I can identify the local services that help to keep me healthy on a simple map. [Understanding the World: People & Communities]
Autumn 2 (B) Phase: Y1/2	continent, country, city, equator, ocean, North/South Pole, the continents: Antarctica, Africa, Asia, Europe, North America, Australia and South America, the oceans: Arctic, Atlantic, Indian, Pacific and Southern, weather, climate.	<u>Penguin Parade</u> <ul style="list-style-type: none"> I know the seven continents of the world. I know the names of the oceans of the world. I know that the North and South Poles are cold. I know the difference between a continent, country and city. I know the directions North, South, East and West. 	<u>Penguin Parade</u> <ul style="list-style-type: none"> I can use world maps and atlases to find continents and oceans. I can identify and locate the hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use geographical vocabulary including continents, countries and cities. I can use the geographical vocabulary: North, South, East and West.
Spring 2 (B) Phase: Y1/2	human feature, physical feature, aerial view, landmark, local area, compass directions (North, East, South, West). key map	<u>999 – Emergency!</u> <ul style="list-style-type: none"> I know what a human feature is. I know what a physical feature is. I know what an aerial view is. I know how to take information from a map. I know how to use a key. 	<u>999 – Emergency!</u> <ul style="list-style-type: none"> I can use aerial images to recognise landmarks and basic physical features. I can use simple fieldwork and observational skills to study the human and physical features in the local area. I can label a simple map. I can use geographical vocabulary including: house, office, shop and factory.
Summer 2 (B) Phase: Y1/2	country, capital city, United Kingdom, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, town, village, English Channel, North Sea, Irish Sea, Atlantic Ocean, temperature, weather, Australia, compare.	<u>Predators</u> <ul style="list-style-type: none"> I know the names and locations of the four countries of the UK. I know the names and locations of the four capitals of the UK. I know the names and locations of the seas surrounding the UK. I know that the weather in the UK is different to the weather in some other countries, including Australia. I know what a human feature is. I know what a physical feature is. I know the differences between villages, cities and countries. 	<u>Predators</u> <ul style="list-style-type: none"> I can name and locate the four countries of the UK. I can name and locate the four capital cities of the UK. I can name and locate the seas surrounding the UK. I can identify seasonal and daily weather patterns in the UK. I can describe the human and physical similarities and differences between the UK and another country.

Autumn 2 (B) Phase: Y3/4	Holderness Coastline, Yorkshire, East Coast, England, erosion, flood management, sea defence, physical feature, human feature, cliffs, weather, grid reference, annotate, village.	<u>The Lost Villages</u> <ul style="list-style-type: none"> I know the key topographical features of the Holderness coast. I know that the Holderness coastline is changing over time. I know why the Holderness coastline is changing over time. 	<u>The Lost Villages</u> <ul style="list-style-type: none"> I can draw symbols and keys to produce a map of the Holderness coastline. I can use four figure grid references to build my knowledge of the United Kingdom.
Spring 2 (B) Phase: Y3/4	local area, Hull, human feature, physical feature, centrality, access, structure, key, the 8 points of a compass, coordinates counties	<u>How can I help?</u> <ul style="list-style-type: none"> I know how to use maps to study the local area. I know how to use four-figure grid references. I know how to use the eight points of a compass. 	<u>How can I help?</u> <ul style="list-style-type: none"> I can identify local features on a map. I can label local features on a map. I can describe and understand human geography. I can use a key on a map. I can name counties of the United Kingdom. I can locate counties of the United Kingdom.
Summer 2 (B) Phase: Y3/4	countries, regions, capital cities, atlas, global, continents: Antarctica, Africa, Asia, Europe, North America, Australia and South America, the oceans: Arctic, Atlantic, Indian, Pacific and Southern, poles, equator, latitude, longitude.	<u>Deadly Sixty</u> <ul style="list-style-type: none"> I know some geographical similarities between a region of the UK, a region of a European country, and a region within South America. I know some geographical differences between a region of the UK, a region of a European country, and a region within South America. 	<u>Deadly Sixty</u> <ul style="list-style-type: none"> I can describe the physical geography of a region of the UK. I can describe the physical geography of a region of a European country. I can describe the physical geography of a country in South America. I can use maps, atlases and globes to locate countries and describe their features.
Autumn 2 (B) Phase: Y5/6	North America, South America, Canada, South Africa, countries, states, migration, Alexander Dock, Hull, digital map, geographical development.	<u>The Journey</u> <ul style="list-style-type: none"> I know geographical similarities and differences between a region in the UK and a region of North America. I know how land use patterns have changed over time, including the period of time. 	<u>The Journey</u> <ul style="list-style-type: none"> I can show the journey that migrants have taken to Hull, and then onwards to countries such as America, Canada and South Africa, by creating my own sketch map. I can use digital maps of Hull to observe the development of Hull over time.
Spring 2 (B) Phase: Y5/6	United Kingdom, countries, capital cities, local area, physical features, human features, location, social deprivation, local community, the eight points of a compass, Ordnance Survey, physical geography (river, mountain, water cycle).	<u>Looking after others</u> <ul style="list-style-type: none"> I know the names of major cities within the countries of the UK. I know about key aspects of human geography, including types of settlement and land use. I know and understand key aspects of human geography, including economic activity and trade links. 	<u>Looking after others</u> <ul style="list-style-type: none"> I use fieldwork to observe, measure and record the human land use of the local area. I can use the eight points of a compass to communicate knowledge of the United Kingdom and the world. I can use eight-figure grid references to communicate knowledge of the United Kingdom and the world. I can use symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. I can create a map of the UK to show social deprivation areas and compare these across the UK, discussing why this might be.
Summer 2 (B) Phase: Y5/6	country, continent, city, biome, climate, climate zones, biodiversity, rainforest, geographical diversity, ecosystem, equatorial, latitude, longitude, vegetation.	<u>Running Wild</u> <ul style="list-style-type: none"> I know and understand key aspects of physical geography, including rivers. I know and understand key aspects of physical geography, including vegetation belts. I know and understand key aspects of physical geography, including biomes. I know that different biomes exist because of the climate. 	<u>Running Wild</u> <ul style="list-style-type: none"> I can identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle. I can discuss the geographical similarities and differences between a region of the UK, a region of a European country and a region of South America.