

GEOGRAPHY – Cycle A

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 2 (A) Phase: EYFS	season, spring, summer, autumn, winter, Earth, Solar System, Mars, Venus, Jupiter, hot, freezing, warm, windy, snowy	<u>The Solar System</u> <ul style="list-style-type: none"> I know the four seasons. <i>[The World: ELG]</i> I know some of the different climates around the world. <i>[The World: ELG]</i> I know what the weather would be like on some other planets. <i>[The World: ELG]</i> 	<u>The Solar System</u> <ul style="list-style-type: none"> I can talk about the different seasons. <i>[The World: ELG]</i> I can talk about the different climates of Earth. <i>[The World: ELG]</i> I can talk about the weather on different planets. <i>[The World: ELG]</i>
Spring 2 (A) Phase: EYFS	spring, UK, Africa, hot, dry, tropical, warm, less fortunate, help, grow,	<u>Spring into Action</u> <ul style="list-style-type: none"> I know the differences and similarities between where I live and African countries. <i>[The World: ELG]</i> I know that some people around the world are less fortunate. <i>[People & Communities: ELG]</i> I know how farmers prepare for spring. <i>[The World: ELG]</i> 	<u>Spring into Action</u> <ul style="list-style-type: none"> I can compare climates in Africa and where I live. <i>[The World: ELG]</i> I can talk about people who do not have clean water or food. <i>[The World: ELG]</i> I can talk about changes in weather, trees, plants and animals. <i>[The World: ELG]</i>
Summer 1 (A) Phase: EYFS	Ingredient, sugar, spice, Brazil, India, China,	<u>Healthy Living</u> <ul style="list-style-type: none"> I know where some ingredients that are used in my food comes from. 	<u>Healthy Living</u> <ul style="list-style-type: none"> I can talk about how sugar in sweets comes from Brazil, spice in curry comes from India
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 simple grid references. 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 to the weather in some other countries, including Italy. I know the differences between physical and human features. 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, town 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 made. 	<u>Up in Smoke</u> <ul style="list-style-type: none"> I can ask and answer geographical questions. I can use maps and atlases to find the location of volcanoes. I can use geographical vocabulary linked to volcanoes.
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 what human and physical features are in our local area. I know what needs to be improved in my local area. I know how to read a map of our local area. 	<u>What a load of rubbish!</u> <ul style="list-style-type: none"> I can use fieldwork to observe and record the human and physical features. I can label features of the local area on a map. I can draw a simple map showing the area using a key. I can suggest improvements for our local area and give reasons for recent changes.
Summer 1(A) Phase: Y3/4	country, continent, climate, equator, tropics, trade, region, South America, Amazon, fair trade, agriculture, deforestation, transportation, vegetation, the eight compass points.	<u>Chocolate: Is it worth it?</u> <ul style="list-style-type: none"> I know the locations of the world's rainforests. I know the structure of the rainforest. I know the process of making chocolate. 	<u>Chocolate: Is it worth it?</u> <ul style="list-style-type: none"> I can use maps and atlases to locate places. I can use geographical vocabulary to describe the rainforest. I can use geographical vocabulary to locate the Equator, Tropic of Cancer and Tropic of Capricorn.
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 what a map is used for. I know the terms country, continent, city and vocabulary pertaining to physical geography. I know what a fault line is. I know what a tectonic plate is and understand their effects. I know that the Earth is made up of layers. I know how each layer of the Earth contributes to how natural disasters occur. 	<u>Disaster!</u> <ul style="list-style-type: none"> I can name and locate the countries and cities of the World including North and South America. I can describe and understand key aspects of physical geography, including: volcanoes and earthquakes. I can describe geographical diversity across the world and how locations around the world are changing explaining some of the reasons for change. I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
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 what residential, commercial and industrial mean. I know where people live in my local area (types of houses – detached/ semi/ terraced/ bungalow). I know about my local area. I know how to use a map. I know how to use and create a key on a map I know what makes a community (businesses, houses, local amenities, public buildings). I know which things we need near our houses. 	<u>Our Community</u> <ul style="list-style-type: none"> I can ask and answer geographical questions using a variety of resources about the physical and human characteristics of a location. I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps). I can create maps of locations describing and identifying key aspects of human geography, including: settlements, land use, population, economic activity. I can collect and analyse statistics and other information in order to draw clear conclusions about locations.

<p>Summer 1 (A) Phase: Y5/6</p>	<p>manufacture, location, population, region, developer, industry, climate zone, altitude, the eight compass points, grid reference.</p>	<p><u>Great Southcoates Bake Off</u></p> <ul style="list-style-type: none"> • I know about land use in the United Kingdom. • I know that different regions in the United Kingdom are famous/award winning for certain produce and dishes. • I know how to use a map. • I know how to use and create a key on a map. 	<p><u>Great Southcoates Bake Off</u></p> <ul style="list-style-type: none"> • I can use national maps and atlases to find different places. • I can label a map of the United Kingdom to show land use. • I can describe and understand key aspects of human geography. • I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • I can collect and analyse statistics and other information in order to draw clear conclusions about locations.
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GEOGRAPHY – Cycle B

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 2 (B) Phase: EYFS	Land, Sea, Ocean Creature, [sea creature names] Coral, Migrate, warm, cold, dark, light, deep, shallow, life-cycle	<u>Under The Sea</u> <ul style="list-style-type: none"> I know some sea creatures that live in different parts of the world. <i>[The World: ELG]</i> I know that different parts of the sea are warm or cold, light or dark. <i>[The World: ELG]</i> I know where sea turtles go to lay their eggs. <i>[The World: ELG]</i> 	<u>Under The Sea</u> <ul style="list-style-type: none"> I can talk about different sea creature habitats. <i>[The World: ELG]</i> I can talk about Sea Turtles burying their eggs on beaches in the sand. <i>[The World: ELG]</i> I can talk about different parts of the sea. <i>[The World: ELG]</i>
Spring 2 (B) Phase: EYFS	Charity, Less fortunate, nearby, local, fortunate, kind, collaboration, fundraising, occupation,	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I know that some people in our local area are less fortunate. <i>[People & Communities: ELG]</i> I know how I am similar and different to others around me. <i>[People & Communities: ELG]</i> I know some of the ways people help each other. <i>[People & Communities: ELG]</i> I know what interests me about my family. <i>[People & Communities: ELG]</i> 	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I can describe how some are less fortunate. <i>[People & Communities: ELG]</i> I can talk about how soup kitchens help those in need. <i>[People & Communities: ELG]</i> I can talk about the different members of my family and what they do. <i>[People & Communities: ELG]</i> I can find out how my friend's homes and families are different. <i>[People & Communities: ELG]</i>
Summer 2 (B) Phase: EYFS	Healthy, fit, local, park, East Park, jogging, running, skipping, gym, exercise, heart,	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I know there are different places people go get fit. <i>[People & Communities: ELG]</i> the gym are great places to exercise. <i>[The World: ELG]</i> 	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I can list the different exercises we can do in East Park. <i>[The World: ELG]</i>
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 it is hot near the Equator. 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).	<u>999 – Emergency!</u> <ul style="list-style-type: none"> I know the differences between human and physical features. I know what an aerial view is. I know how to use a map to find information. 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 the differences between human and physical features. 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 where the Holderness coast is. I know that the Holderness coastline is changing and know some of the reasons for this. I know what a physical and human feature is. 	<u>The Lost Villages</u> <ul style="list-style-type: none"> I can draw annotated maps. I can create keys and grid references to show human and physical features along the coastline.
Spring 2 (B) Phase: Y3/4	local area, Hull, human feature, physical feature, centrality, access, structure, key, the 8 points of a compass, coordinates.	<u>How can I help?</u> <ul style="list-style-type: none"> I know how to read a map of the local area. I know why Emergency Services Stations are situated where they are. I know how to use map coordinates. I know how to use a key on a map. 	<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 explain why emergency services are situated where they are due to centrality, good roads and ease of access. I can use a key on a map. I can ask and answer geographical questions about the physical and human characteristics of a location. I can use the eight points of a compass.
Summer 2 (B) Phase: Y3/4	countries, 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 how to use maps and atlases to locate countries. I know the main physical and human features of different countries. 	<u>Deadly Sixty</u> <ul style="list-style-type: none"> I can ask and answer questions about the physical and human characteristics of a location. I can use maps and atlases to locate countries and describe their features. I can name and locate the countries of Europe and identify their main physical and human characteristics.
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 the name and location of the countries of North and South America. I know all of the countries that migrants to Hull came from and where they are in the world. I know what facilities were built in Hull to support migrants including hotels and a dedicated platform, a special pier with railway links and then later the Alexander Dock were used especially for the migrants when they arrived into Hull. I know how some geographical aspects have changed over time. 	<u>The Journey</u> <ul style="list-style-type: none"> I can show the migrants journeys to Hull and then show their journeys to Hull and then onwards to countries such as America, Canada and South Africa. I can use maps of Hull, including digital versions on the Hull Curriculum digital platform to see 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 areas that Sport Relief supports and the reasons why. I know how the local community is supported. I know the capital cities and countries in the UK. 	<u>Looking after others</u> <ul style="list-style-type: none"> I can identify and describe how the physical features affect the human activity within a location. I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location – describing how social status affects charities in areas and where social deprivation is happening. I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. I can understand some of the reasons for geographical similarities and differences between countries. I can create a map showing locations of charities in England. I can create a map of the UK to show social deprivation areas and compare these across the UK, discussing why this might be.

<p>Summer 2 (B) Phase: Y5/6</p>	<p>country, continent, city, biome, climate, climate zones, biodiversity, rainforest, geographical diversity, ecosystem, equatorial, latitude, longitude, vegetation.</p>	<p><u>Running Wild</u></p> <ul style="list-style-type: none"> • I know what a map is used for. • I know the terms country, continent, city and vocabulary pertaining to physical geography. • I know what a biome is. • I know that different biomes exist because of the climate. • I know how to use maps and atlases to locate different biomes. 	<p><u>Running Wild</u></p> <ul style="list-style-type: none"> • I can name and locate rainforests on a map of the world. • I can name and locate some biomes on a map of the world. • I can describe and understand key aspects of physical geography, including: climate zones. • I can describe geographical diversity across the world and explain how locations around the world are changing. • I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
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