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|  **EARLY YEARS** |
| **Area**  | **Key Vocabulary** | **Sticky Knowledge** |
| **UNDERSTANDING THE WORLD** | HibernateHarvestBurrowMigrateCropsFarmTypes of tree (Oak, Maple ...)CountriesPlaces MappAutumnWinterSpringSummerWeatherThunderstormsHail/sleetCloudsSunWindIce/frozentemperature | * To know the names of some animals that hibernate over the winter until spring
* To know the four seasons of the year and in the correct order
* To know the changes that happen within each season
* To know that some other countries at different times of the year
* To know that the temperature is measured in degrees (in relation to the weather)
* To know that some animals migrate to warmer places
* To describe the changes that we see in Autumn
* To begin to understand there are other countries (world map)
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|  **GEOGRAPHY KS1** |
| **Area**  | **Key Vocabulary** | **Sticky Facts** | **Essential Knowledge**  |
| **LOCATIONAL KNOWLEDGE****UNITED KINGDOM** | Capital CityBritish IslesUnited Kingdom SeaCountry  | * London is our capital city and has a population of more than 8 million.
* London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.
* One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament.
* UK made up of England, Northern Ireland, Scotland and Wales.
* UK surround by Irish Sea, North Sea and Atlantic Sea.
 | * Know the main differences between city, town and village
* Explain some of the advantages and disadvantages of living in a city or village.
* Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
* Know the names of the four countries that make up the UK and name the three main seas that surround the UK
* Use world maps, atlases and globes to identify the United Kingdom and its countries.
* Know and recognise main weather symbols
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| **LOCATIONAL KNOWLEDGE****CONTINENTS AND OCEANS** | North PoleSouth Pole Equator Arctic Antarctic DesertHemisphereHumidOceans Continents  | * Identify animals that live in the polar regions: penguins; polar bears; arctic fox; seals; reindeer; walrus.
* Not all deserts are hot. Two of the world’s biggest deserts are in the North and South Poles.
* The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica.
* Name the 5 oceans: Arctic; Pacific; Indian; Atlantic; and Southern.
* Name the seven continents: Europe; Asia; North America; South America; Africa; Oceania/Australasia; and Antarctica.
 | * Know where the equator, North Pole and South Pole are on a globe.
* Know features of cold and hot places in the world – North and South Poles and around the equator.
* Know the names of and locate the five oceans of the world
* Know the names of and locate the seven continents of the world.
* Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied at this key stage
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| **PLACE KNOWLEDGE****ZAMBIA** | **African** **Wildlife****Climate****Drought****Mud Huts****Savannah**  | * Zambia is situated in Southern Africa and the capital of Zambia is Lusaka.
* The official language spoken in Zambia is English. However, there are many other languages.
* Zambia is a landlocked country. This means that it doesn’t have a coastline
* Large animals such as lions, buffalo, leopards, elephants and rhinoceros are present in Zambia.
* Zambia is still a developing country and more than half the population live in poverty.
 | * Identify certain physical features within African continent: dry savannahs; mountains; Great Rift Valley.
* Know the main differences between Kearsley and that of a small place in Africa.
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| **HUMAN AND PHYSICAL GEOGRAPHY****SEASONS/ SEASIDE** | CliffRock poolResortTideBeachLighthouseOcean IslandCoast | * Coasts have many different features, such as caves, cliffs, mudflats and beaches.
* Visits to the seaside were famous for their punch and judy shows, sandcastles, piers, and fish and chips in newspaper.
* The UK coastline is one of the longest in the world.
* Beaches may be sandy, rocky, muddy, or covered in shingle.
 | * Know which is the hottest and coldest season in the UK
* Identify the following physical features of the British coastline: cliff; beach; sea; ocean; season; and weather.
* Identify human features at the seaside: port; harbour; shops; theatre houses.
* Identify different types of coast.
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| **GEOGRAPHICAL SKILLS AND FIELD WORK** | StreetOfficeFarmHouseChurchAddressMap Symbol PostcodeRuralTown / VillageAtlas | * A village is usually associated with the countryside and is smaller than a town.
* Every street in our country has a name and a post code. The name is usually on a wall or a sign at the beginning of the street.
* Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code.
 | * Know their address, including postcode
* Use simple fieldwork and observational skills to study the geography of their school and surrounding area.
* Know which is N, E, S and W on a compass. Relate to map work of the local area and following directions.
* Know and use the terminologies: left and right; below and next to; relate to map work on local area (create basic maps of area from direct experience).
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Farndon.
* Devise simple maps and use and construct basic symbols in a key.
* Identify key Physical (river ) and Human (village / house / farm / office / shop) geography.
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| Geography National Curriculum Skills |
| Investigate Places  | To Investigate Patterns  | To Communicate Geographically  |
| • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world’s continents and oceans. | • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. | • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). |

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| **GEOGRAPHY CURRICULUM LKS2** |
| **Aspect of Geography** | **Key Vocabulary** | **Sticky Facts** | **Essential Knowledge**  |
| **LOCATIONAL KNOWLEDGE** **THE UK Y4** | TownsVillagesCountiesCities Road MotorwaySettlement VillageFarmHouseWoodlandVegetation  | * 6 largest cities in England are London, Manchester, Birmingham, Leeds, Liverpool and Sheffield.
* Greater Manchester is a landlocked metropolitan county. 4. It borders Cheshire (to the south-west and south), Derbyshire (to the south-east), West Yorkshire (to the north-east), Lancashire (to the north) and Merseyside (to the west).)
 | * Name and locate countries and capital cities of the United Kingdom
* Know the names of, and locate, at least eight counties and at least six cities in England
* Understand the 8 points of a compass.
* Name the four oceans that surround the United Kingdom.
 |
| **LOCATIONAL KNOWLEDGE****EUROPE Y4** | **European Union****Mediterranean****Euros****Greek Islands****Coast line****Athens****Climate****Tourism****Land use****Population****Landmarks****Mountains****Climate zones** | * There are 50 countries in Europe.
* Greece has the longest coastline in Europe
* Greece is a mountainous country.
* Greece has a number of islands around its main land which is famous for being holiday destinations.
* The capital of Greece is Athens.
* The climate of Greece is temperate: mild, wet winters; hot, dry summers.
* Where there are similar weather patterns this is known as a climate.
* At the top of the Earth there is an arctic climate and some of the coldest temperatures in the world are found here.
* Temperate climates are found a bit further south, and as you approach the equator you find Mediterranean and desert climates.
* Some of the hottest places on Earth are found here, and few people live in this climate. At the equator there is a tropical climate
 | * Know the names of a number of European capitals
* Know the names of, and locate, at least eight European countries
* Use maps to locate 8 European countries and capitals.
* Know at least five differences between living in the UK and Athens, Greece.
* Describe climate in Europe
* Compare Mediterranean climate with the Local Climate in Kearsley, England
* Compass points on a map

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| **LOCATIONAL KNOWLEDGE****(N. AMERICA)****MEXICO****Y3** | American stateNativeHuman geographyPhysical geographyClimateCoastal climateDesert climateMountainous PolarIndigenousGolden Gate BridgeGrand CanyonStatue of Liberty Empire State Building | * Mexico is in North America
* Mexico is in a part of North America known as Central America
* The capital city of Mexico is Mexico City
* To link modern day Mexico with some of their learning on the Maya Civilisation
* Mexico is in a different time zone to the UK (five hours behind)
* The climate in Mexico is tropical with a rainy and dry season and little temperature fluctuation from season to season
 | * Locate the world’s continents on a world map.
* Use an atlas to identify the countries which share a border with Mexico
* Describe human and physical features of Mexico.
* To make comparisons between life in Tocuaro and life in Kearsley
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| **HUMAN AND PHYSICAL GEOGRAPHY****VOLCANOES Y3** | EruptionMagma LavaDormant Vesuvius Alps | * Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up in the mountain, and it eventually explodes.
* Europe's three active volcanoes, Etna, Stromboli, and Vesuvius are all located in Italy.
 | * Know some names of most famous volcanos and locate them on the map
* Know what causes a volcanic eruption.
* Label the different parts of a volcano
* Know and label structure of the earth
 |
| **HUMAN AND PHYSICAL GEOGRAPHY****EARTHQUAKES Y3** | AftershockFault line Tectonic platesLandslideTsunamiHurricane  | * Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake.
* A tsunami is a series of large waves generated by an abrupt movement on the ocean floor that can result from an earthquake.
 | * Know what causes an earthquake and a tsunami.
* Describe what a hurricane is; locate where they tend to happen; link to happening over warm water in tropical climates.
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| **HUMAN AND PHYSICAL GEOGRAPHY**CROSS-CURRICULA LINK TO ROMANS (Y4)WW2 (Y4)INDUSTRIAL REVOLUTION Y3) | TownsVillagesCountiesCities Road MotorwaySettlement VillageFarmHouseWoodlandVegetation Sandstone rockIndustry Occupation EuropeAlliesAxis PowersCity | * Prehistoric evidence of human activity in the area of Manchester is limited, although scattered stone tools have been found.
* Before the [Roman invasion of Britain](https://kids.kiddle.co/Roman_invasion_of_Britain), the location lay within the territory dominated by the [Brigantes](https://kids.kiddle.co/Brigantes%22%20%5Co%20%22Brigantes) and prior to the Roman conquest of the area in the 70s AD, it was part of the territory of the [Brigantes](https://kids.kiddle.co/Brigantes%22%20%5Co%20%22Brigantes), a [Celtic](https://kids.kiddle.co/Celts) tribe, although it may have been under the control of the Setantii, a sub-tribe of the Brigantes.
* The Roman fort of Mamucium was established c. AD 79 near a crossing point on the River Medlock. .
* Manchester remained a small market town until the late 18th century, and the beginning of the [Industrial Revolution](https://kids.kiddle.co/Industrial_Revolution).
* Old maps of the local area have revealed:

\*Manchester/Bolton Road used to be a tramway\*The location of Coal, cotton and paper mills.\*The (mineral) railway which connected the mines to the mills\*The trams were stored and maintained close to where Tesco is currently located.\*Springfield Road used to be called Taskers Lane.* Several of the men and boys who were killed in the Unity Brook disaster are buried in St. Stephen’s Church.
* The Allied Powers were Britain, France, Russia, Belguim, Denmark, Greece, Poland, Holland, Norway and Yugoslavia (Non Europe were Australia / Canada / USA / China / New Zealand).
* The Axis Powers were Germany, Hungary, Bulgaria, Romania and Japan.
* Germany took occupation of 22 countries.
* The Blitz: the Germans targeted key industrial towns in the UK.
 | * Look at Manchester and Kearsley as a settlement. Comment on topographical features and the Physical and Human geography of the area.
* Compass Points on maps
* Use fieldwork to observe, measure, record and present the human and physical geography of Farndon: surveying shops / types of houses / material
* Know why are industrial areas and ports are important; look at geographical patterns such as industrial cities bombed in the war.
* Know how the area of Kearsley has changed post 1066.
* Using OS maps for the area (8 figure grid references) and compass points.
* **SCHOOL INVOLVEMENT:** School hosted evacuees (arranged by family members). There were barrage balloons at the top of Slacky Brow (protecting the power station), the RAF were stationed on the school field (and neighbouring fields) and a rogue bomb landed on the co-op on Springfield Road.
 |
| Geography National Curriculum Skills |
| Investigate Places  | To Investigate Patterns  | To Communicate Geographically  |
| • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. | • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. | • Describe key aspects of: • Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. |

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| **GEOGRAPHY CURRICULUM UKS2** |
| **Aspect of Geography** | **Key Vocabulary** | **Sticky Facts** | **Essential Knowledge**  |
| **LOCATIONAL KNOWLEDGE****MOUNTAINS Y5** | Peak Valley RidgeCliffPlateauHill Terrain RangeTectonic platesFold mountains | * Mountains make up one-fifth of the world’s landscape.
* Mount Everest is the world highest mountain and it is 8, 850m high.
* Generally mountains are higher than 600m if they are less they are called hills.
* British mountains: Ben Nevis; Snowdon; Pennines; and Skafell Pike.
* Fold mountains are formed when two plates collide, causing the Earth’s crust to crumple and fold.
 | * Know how mountain ranges are formed.
* Know where the main mountain regions are within the UK.
* Identify mountain ranges across the different continents.
* Know the names of a number of the world’s highest mountains
 |
| **LOCATIONAL KNOWLEDGE****RIVERS Y5** | **Estuary** **Mouth** **Source****Meander** **Waterfall****Erosion** **Deposition** **Tributary** **Ox Bow lake****Delta****Stream****Vegetation belts** | * South America’s largest river is the Amazon, which is the second longest river in the world.
* Deltas are large areas of water found at the mouth of a river.
* A tributary is where one stream or river meets another.
* A meander is a winding curve or bend in a river.
 | * Know the name of, and locate, a number of the world’s longest rivers
* Explain the features of the water cycle.
* Know why most cities are located by a river
* Know and label the main features of a river.
* **Conduct a River Study of the river that flows along Easedale Tarn as part of the fieldwork trip to Grasmere**
 |
| **LOCATIONAL KNOWLEDGE****RAINFORESTS Y6** | Canopy Emergent Layer Understory Deforestation Indigenous Biomes Temperate Extinction Destruction Biodiversity  | * The canopy, which may be over 30 m above the ground, is made up of the overlapping branches and leaves.
* The emergent layer is the name given to the tops of trees that poke up above the rainforest canopy.
* The understory layer is a tangle of shrubs, young trees, saplings, palms and vines.
* There are several endangered species: gorillas; jaguars; chimpanzees; poison dart frogs; orang-utans and toucans.
 | * Label layers of a rainforest
* Know what deforestation means
* Know what is meant by the term tropics and where generally located.
* Know what is meant by biomes and what are the features of a specific biome; locate the different ones within South America and their climates.
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| **HUMAN AND PHYSICAL GEOGRAPHY****TRADE Y6** | FarmersImport ExportDeveloped nations Developing nations Global inequality Producer Consumer Carbon footprint Food miles Import Export International trade Raw materials Greenhouse gases Fairtrade | * Trade is the action of buying and selling goods.
* Importing is bringing things into the country and exporting is taking them out.
* Global trade can increase not decrease global inequality
* Some foods travel over 5,000 miles.
* Our carbon footprint is having a negative impact.
* To identify at least five different places around the world where our food comes from.
* To know how land is used to produce food in the UK
 | * Explain what trade is and the difference between exporting and exporting.
* Know why are industrial areas and ports are important
* Know main human and physical differences between developed and third world countries
 |
| **HUMAN AND PHYSICAL GEOGRAPHY**CROSS-CURRICULA LINK TO EGYPTIANS (Y6)ANGLO-SAXONS AND VIKINGS Y5 | DanelawTradeSettlements  | * Nile: The world’s longest river (4,160 miles long) and runs into the Mediterranean.
* The river flows through 4 countries (Egypt / Ethiopia / Sudan / Burundi).
* The areas of Viking settlement was known as Danelaw. It was roughly east of a line on a map from Chester to London. The Saxons lived south of the line.
* The Vikings came from Scandinavia (map work).
* The Anglo-Saxons settled near to a river or the sea
 | * Know the names of, and locate, at least eight European countries (where Vikings / Angles / Saxons from).
* Use maps to locate countries we import and export goods to and from.
* Use Google Earth to locate Egypt and follow the journey of the river Nile.
* Know why most cities are located by a river; explain the importance of the Nile to the Egyptians (red land / black land).
 |
| **GEOGRAPHICAL SKILLS AND FIELDWORK** | Ordnance SurveySymbolLatitudeLongitude Time ZoneGrid Reference Polar circles EquatorClimateAverage TemperatureRainfall | * Cartography is the study of maps and map making. Someone who makes maps is called a cartographer
* Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.
* A hemisphere is formed by dividing the earth into the Northern and Southern Hemispheres at the equator.
* The lines extending around the Earth horizontally are called lines of latitude; vertically are called longitude.
* The climate is cooler the further away from the equator.
* On the equator, the climate tends to be tropical.
* Climate means the usual condition of the temperature, humidity, rainfall, and other meteorological elements in a specific area of the Earth's surface.
 | * Know what most of the ordnance survey symbols are
* Know how to use six-figure grid references.
* Know the lines extending around the Earth horizontally are called lines of latitude and those that are vertical are longitude.
* Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
* Use Google Earth to locate a country or place of interest.
* Understand polar-regions, times zones and tropics.
* Know about time zones and work out differences
* Know how to use graphs to record features such as temperature or rainfall across the world’s continents and climates (weather).
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| **Geography National Curriculum Skills** |
| **Investigate Places**  | **To Investigate Patterns**  | **To Communicate Geographically**  |
| • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics | • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. | • Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |