

### GEOGRAPHY Keys – SKILLS AND KNOWLEDGE

	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<ul style="list-style-type: none"> <li>- Name and locate the SEVEN continents of the world</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Locate the world's well known countries</b> (France, Germany, India, The United Kingdom etc.)</li> <li>- <b>Using maps to focus on Europe</b> (including the location of Russia)</li> <li>- <b>Name and locate some counties and cities of the United Kingdom</b> (Devon, Cornwall, Plymouth, Truro, London)</li> <li>- <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Locate the world's well known countries</b> (France, Germany, India, The United Kingdom etc.)</li> <li>- <b>Using maps to focus on North and South America</b></li> <li>- <b>Name and locate some counties and cities of the United Kingdom</b> (Cardiff, Edinburgh, Belfast, Somerset)</li> <li>- <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</b></li> <li>- <b>Locate the world's lesser known countries</b> (Tanzania, Peru, Columbia, etc.)</li> <li>- <b>Using maps to develop knowledge of environmental regions, key physical and human characteristics,</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Locate the world's well known countries</b> (France, Germany, India, The United Kingdom etc.)</li> <li>- <b>Using maps to focus on Africa and South America</b></li> <li>- <b>Name and locate some counties and cities of the United Kingdom</b> (Liverpool, Manchester, Yorkshire, Dorset)</li> <li>- <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</b></li> <li>- <b>Locate the world's lesser known countries</b> (Tanzania, Peru, Columbia, etc.)</li> <li>- <b>Using maps to develop knowledge of environmental regions, key physical and human characteristics,</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Using maps to focus on Africa and the Polar regions</b></li> <li>- <b>Locate the world's lesser known countries</b> (Tanzania, Peru, Columbia, etc.)</li> <li>- <b>Using maps to develop knowledge of environmental regions, key physical and human characteristics, and major cities</b></li> <li>- <b>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features</b> (including hills, mountains, coasts and rivers)</li> <li>- <b>Develop knowledge of land-use patterns; and understand how some of these aspects have changed over time</b></li> <li>- <b>Identify the Tropics of Cancer and Capricorn,</b></li> </ul>

			<p>countries, and major cities</p> <ul style="list-style-type: none"> <li>- Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> <li>- Develop knowledge of land-use patterns; and understand how some of these aspects have changed over time</li> <li>- Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<p>countries, and major cities</p> <ul style="list-style-type: none"> <li>- Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> <li>- Develop knowledge of land-use patterns; and understand how some of these aspects have changed over time</li> <li>- Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
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	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	<p>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>- Understand geographical similarities and differences in a region of the United Kingdom and a region in a European country</p> <p>- Understanding their place locally and regionally (Bude, Cornwall)</p>	<p>- Understand geographical similarities and differences through the study of human and physical geography of a North and South American country</p> <p>- Understanding their place locally and regionally (Bude, Cornwall, England, the UK)</p> <p>- Understanding their place in Europe and globally, describing their location relative to well known places (France, South America, equator, Atlantic Ocean)</p>	<p>- Understand geographical similarities and differences through the study of human and physical geography of Africa and South America</p> <p>- Understanding their place locally and regionally (Bude, Cornwall, England, The UK)</p> <p>- Understanding their place in Europe and globally, describing their location relative to well known places (Polar regions, North America, Africa)</p>	<p>- Understand geographical similarities and differences through the study of human and physical geography of Africa and the polar regions</p> <p>- Understanding their place in Europe and globally (Polar regions, Africa)</p>

	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical geography	<ul style="list-style-type: none"> <li>- 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</li> <li>- Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>-- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand the difference between human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand the difference between human and physical geography</li> <li>- Describe and understand the key aspects of physical geography, including:               <ul style="list-style-type: none"> <li>-- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> <li>- Describe and understand the key aspects of human geography, including:               <ul style="list-style-type: none"> <li>-- Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand the difference between human and physical geography</li> <li>- Describe and understand the key aspects of physical geography, including:               <ul style="list-style-type: none"> <li>-- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> <li>- Describe and understand the key aspects of human geography, including:               <ul style="list-style-type: none"> <li>-- Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand the key aspects of physical geography, including:               <ul style="list-style-type: none"> <li>-- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> <li>- Describe and understand the key aspects of human geography, including:               <ul style="list-style-type: none"> <li>-- Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>

	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and knowledge	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Use the four points of a compass and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their local area</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Use the four points of a compass and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their local area</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>- Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their regional area</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Use the four points of a compass and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their local area</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>- Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their regional area</li> </ul>	<ul style="list-style-type: none"> <li>- Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their regional area</li> <li>- Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their place in Europe and globally</li> </ul>

- Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their place in Europe and globally

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# GEOGRAPHY Keys – VOCABULARY

	Year 2	Year 3	Year 4	Year 5	Year 6
Physical geography		<p>Crater, Conduit, Ash cloud, Lava flow, Ash, Magma, Magma reservoir, Lava, Outer core, Inner core, Continental drift, Divergent, Convergent, Transform, Fault, Mantle, Ring of Fire, Eruption, Temperate, Organism, Habitat, Biological, Predators, Consumers, Producers, Decomposers, Carnivore, Weather, Climate, Seismic wave, Longitude, Latitude, Equator, Prime Meridian, Crust</p> <p><b><u>EXT. words</u></b>  Dormant, Active, Extinct, Friction, Aftershock, Foreshock, Relief, Tsunami, Oceanic crust, Continental crust, Caldera, Velocity, Shield volcano, Stratovolcano, Convection, Polar, Tropical, Mediterranean, Pyroclastic flow, Topography, Biological, Biome, Tropics of Cancer and Capricorn, Gradient</p>	<p>(Through regular use of geography glossary, year three words turn amber)</p> <p>River, Mouth, Meander, Source, Tributaries, Precipitation, Evaporation, Condensation, Transpiration, Infiltration, Floodplain, Erode, Deposit, Waterfall, Peak/summit, Volcanic mountain, Plateau, Fault block mountain, Tree line, Altitude, Mountain, Mountain range, Slope/face, Valley, Fold mountain, Dome mountain, Ridge, Snow line, Elevation, Biome, Carbon Dioxide, Oxygen, Ecosystem, Tropics of Cancer and Capricorn, Tropical</p> <p><b><u>EXT. words</u></b>  Groundwater storage, Groundwater runoff, Turbulent, Hydroelectric, Soil water, Subsurface outflow, Species, Humid, Carbon Dioxide, Oxygen, Oxbow lake, Confluence, Delta, Arctic circle, Antarctic circle</p>	<p>(Through regular use of geography glossary, year three words turn green)</p> <p>(Through regular use of geography glossary, year four words turn amber)</p> <p>Tor, Arid desert, Hemispheres, Relief, Gradient, Topography, Biome, Polar, Arctic circle, Antarctic Circle, Humid, Species</p> <p><b><u>EXT. words</u></b>  Adaptation, Tundra, Permafrost, Sub-zero, Biodiversity, Glacier</p>	<p>(Through regular use of geography glossary, year four words turn green)</p> <p>(Through regular use of geography glossary, year five words turn amber)</p> <p>Hibernate, Adaptation, Tundra, Permafrost, Sub-zero, Glacier, Biodiversity, Biological</p>
Human Geography		<p>Epicentre, Energy, Hypocentre, Primary effects, Secondary effects, Scale,</p>	<p>(Through regular use of geography glossary, year three words turn amber)</p>	<p>(Through regular use of geography glossary, year three words turn amber)</p>	<p>(Through regular use of geography glossary, year four words turn green)</p>

		<p>Northings/eastings (positive), Grid reference, Compass, Cardinal directions, Symbol, Four-figure grid reference</p> <p><b>EXT. words</b> Richter scale, Seismograph, Velocity, Magnitude, Contour lines, Westing/southing (negative), Intercardinal directions, Longbarrow, Henge, Cursus, Primary Data, OS Coordinates</p>	<p>Trend, Six-figure grid reference, Intercardinal directions, OS coordinates, Westing/southing (negative)</p>	<p>(Through regular use of geography glossary, year four words turn amber)</p> <p>Contour lines, Primary data</p>	<p>(Through regular use of geography glossary, year five words turn amber)</p>
Environmental geography		<p>Industrial area, Suburbs, Land use, Settlement, Residential area, Rural, Urban, Urbanization, Town, City, Recreational, Commercial, Residential, Transportation</p> <p><b>EXT. words</b> Brownfield site, Greenfield site, Derelict, Developers, Exploit, Greenbelt, County, Population density, Archaeologist, Agricultural, Hamlet, Village, Carbon footprint</p>	<p>(Through regular use of geography glossary, year three words turn amber)</p> <p>Pollution, Overfishing, Tourism, Culture, Population density, County, Hamlet, Village</p> <p><b>EXT. words</b> Green/renewable energy, Runoff, Ecotourism, Endangered, Natural resources</p>	<p>(Through regular use of geography glossary, year three words turn amber)</p> <p>(Through regular use of geography glossary, year four words turn amber)</p> <p>Market gardens, Allotments, Commercial farming, Farmland, Arable, Crops, Pastoral, Mixed farming, Food miles, Agricultural, Carbon footprint</p> <p><b>EXT. words</b> Viticulture, Floriculture</p>	<p>(Through regular use of geography glossary, year four words turn green)</p> <p>(Through regular use of geography glossary, year five words turn amber)</p> <p>Ecotourism, Endangered, Natural resources</p>



Locational/place knowledge		- Europe (The United Kingdom, France, Spain, Germany, Greece, Crete, Bude, Cornwall)	- (With regular use of maps and atlases, year three locational/place knowledge turns amber)	- (With regular use of maps and atlases, year three locational knowledge turns green)	- (With regular use of maps and atlases, year four locational knowledge turns green)
		- South America (Guatemala, Ecuador)	- Europe (Italy, Sweden, Norway, Demark, Iceland)	- (With regular use of maps and atlases, year four locational knowledge turns amber)	- (With regular use of maps and atlases, year five locational knowledge turns amber)
		- Asia (India)	- North America (The United States of America, Canada)	- Africa (Egypt)	- Antarctica
		- Multiple (Ring of Fire, Equator, Prime Meridian, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean)	- South America (Argentina, Brazil)	- South America (Chile, Paraguay, Uruguay, Columbia, Peru)	- Africa
			- Africa (Tanzania)	- North America (Mexico)	
			- Asia (Japan, China)		
			- Australasia (Australia)		
			- Antarctica (Antarctic circle)		
			- Multiple (Russia, Tropics of Cancer and Capricorn, Arctic circle, South China Sea)		

Red – Foundational knowledge

Amber – Developing knowledge and understanding

Green – Mastery of subject and skills