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|  | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| **Place Knowledge** | Observe and describe the human and physical geography of a small, local area of the United Kingdom (Doncaster) **(SK)** | 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 non-European country. **(SK)** | Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. **(SK)** | Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. **(SK)** | Compare the physical and human features of a region in UK with a region in N. or S. America (Mayan area) with significant differences and similarities. **(SK)** | Compare and understand the geographical similarities and differences through the study of human and physical geography of a region in the UK a region in a European country Greece) and a region in N. or S. America. **(SK)** |
| **Locational Knowledge** | Name and locate the four countries and capital cities of the United Kingdom. **(SK)**  Name the surrounding seas of the United Kingdom.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **(SK)** | Name and locate the world’s seven continents on a world map and five oceans. **(SK)** | Using maps name and locate counties and cities of the UK and geographical regions. **(SK)**  Identify their human and physical characteristics key topographical features (ie hills, mountains, coasts and rivers) **(SK)** | Locate the world’s countries using maps to focus on Europe (including Russia) **(SK)**  Identify their key human and physical characteristics, countries and major cities. **(SK)**  Identify the position and significance of latitude, longitude, Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. **(SK)** | Name and locate geographical regions counties and cities of the UK, and their identifying human and physical characteristics, key topographical features (ie hills, mountains, coasts and rivers) and land-use patterns and understand how these aspects have changed over time. **(SK)**  Locate the world’s countries using maps to focus on North and South America concentrating on key human and physical characteristics, countries and major cities. **(SK)** | Locate the world’s countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. **(SK)**  Identify the position and significance of the latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day/night. **(SK)** |
| **Geographical Skills and Fieldwork** | Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities. **(DK)**    Use locational and directional language (eg, near and far, left and right) to describe the location of features and routes on maps. **(DK)**  Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. **(DK)**  Use simple fieldwork and observational skills to study the geography of their school and its grounds. **(DK)** | 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. **(DK)**  Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. **(DK)**    Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. **(DK)**  Draw own maps and use and  construct basic symbols in a key. **(DK)**  Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **(DK)**    Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **(DK)**  Use fieldwork to observe, measure 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 **(DK)** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. **(DK)**    Learn and use the eight points of a compass, and four figure grid references. **(DK)**    Use fieldwork to observe, measure 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. **(DK)** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. **(DK)**    Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. **(DK)**  Use fieldwork to observe, measure 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. **(DK)** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. **(DK)**    Extend to 6 figure grid references. **(DK)**    Use fieldwork to observe, measure 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. **(DK)** |
| **Human and Physical Geography knowledge** | |  | | --- | | Identify seasonal/daily weather patterns in the UK. **(SK)**  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. **(SK)** | |  | | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. **(SK)**    Use basic Geographical vocabulary to refer to key physical features (inc. – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) **(SK)** | Describe and understand key aspects of:  *Physical geography* including key topographical features (inc hills, mountains, coasts, rivers)  *Human geography* including types of settlement and land usage linked to History **(SK)** | Describe and understand key aspects of:  *Physical geography* including: climate zones, biomes and vegetation belts  *Human geography* including types of settlements and land usage linked to History **(SK)** | Describe and understand key aspects of :  *Physical geography* including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  *Human geography* including trade between UK and Europe and the rest of the world. Fair/unfair distribution of resources (Fairtrade). **(SK)** | Describe and understand key aspects of :  *Physical geography* including coasts, rivers and the water cycle  *Human geography* including Distribution of natural resources focusing on energy, food, minerals and water **(SK)**  Describe the key aspects of the physical geography and human geography of different places they have studied. **(SK)** |
| **VOCABULARY**  This is not an exhaustive list. The teacher’s planning documents will make explicit the vocabulary the children are expected to know and use.  BOLD indicates vocabulary that is being revisited. | **Left, Right,** Near, far, plan, globe, journey, travel, bungalow, town, village, transport, city, lorry, bus car, summer, winter, spring, autumn, junction, shot, long, wind, snow, rain, hail, fog, wet, dry, hot, cold, wide, narrow, farm, countryside, English Channel, North Sea, Atlantic Ocean, Irish Sea. EnglandScotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast | **England**, **Scotland, Wales, Northern Ireland**, Dublin, Eire, compass, North, East, South, West, larger, city, beach, forest, **sea**, soil, port, location, route, aerial view, landscape, ocean, coast, mountain, valleyenvironment, **London, Edinburgh, Cardiff**, Belfast, terraced, semi-detached, address, desert, cliff, hill, river, vegetation, harbor, factory, equator, North Pole, South Pole, Irish sea, North Sea, English Channel, local, distant. Africa, Asia, Europe, Oceana, North America, South America, Antarctica. Pacific, Atlantic, Indian, Arctic, Southern Oceans. | **Ocean, valley, mountain, sea, ocean**, Settlement, community, landscape, relief map, political map, cliff, sketch, diagram, **compass**, **North** East, **South** West, South **East**, North **West**, polar, tropical, warm, humid, climate zone, transport (verb), industry, office, erosion, weathering, vegetation, peat. , canopy (trees), conservation, pollution, | Greenhouse, polytunnel, intensive farming, arable farming, gardening, market gardening, mixed farming, organic farming, allotment, hydroponics, height, contour, distribution, import, export, distance, scale, grid reference, coastal, evaporation, precipitation, condensation, equator, longitude, latitude, northern and southern hemisphere, tropic of Capricorn tropic of cancer productivity, native, indigenous, natural disaster, weathering, erosion, , tropical, polar, trade, spring (water), satellite, settlement patterns, inland, urban, rural, | **evaporation, precipitation, condensation,** Climate zones, ,flood plain, deposition, meander, transportation, tributary, vegetation belts, delta, ox-bow lake, water cycle, arid, excursion, surface, sea level, terrain, features, contours, contour lines, natural, scale (maps), confluence, mouth, source, products, industrial, continent, sub- continent, development, irrigation, ground water, tourist. natural resources, manmade materials, sustainable | **Climate zones, population**, Migrate, disperse, natural disaster, natural resources, ordinance survey, symbols, urban/ rural, congestion, tectonic plates, naturalized, immigrant, questionnaire, Greenwich/ prime/meridian/**northern and southern hemisphere, tropic of Capricorn tropic of cancer**, deforestation, arctic, Antarctic, renewable, biomes, vegetation belts, **conservation, pollution**, **tropical**, equatorial, subterranean, minutes(location), magma. |

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