

Geography Knowledge and Skills	Year 1	Year 2	Year 3
<p><u>Geographical Vocabulary</u></p> <p>To use a wide vocabulary of everyday geographical terms.</p>	<ul style="list-style-type: none"> <li>Geographical language to describe the features or locations they are studying.</li> </ul> <p><b>See suggested geographical vocabulary for KS1</b></p>	<ul style="list-style-type: none"> <li>Geographical language to describe the features or locations they are studying.</li> </ul> <p><b>See suggested geographical vocabulary for KS1</b></p>	<ul style="list-style-type: none"> <li>Geographical language to describe the features or locations they are studying.</li> </ul> <p><b>See suggested geographical vocabulary for KS1/KS2</b></p>
<p><u>Map skills</u></p>	<p><i>Use world maps to identify the UK Locate the 4 countries of the UK</i></p> <ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> <li>Explore simple maps of the local area.</li> <li>Make simple maps and plans</li> </ul>	<p><i>Use world maps to identify the UK Locate the 4 countries of the UK Locate the 7 continents and 5 oceans</i></p> <ul style="list-style-type: none"> <li>Use atlases, globes, maps to locate places</li> <li>Follow a route on a map</li> <li>draw information from a map</li> <li>compare two areas</li> </ul>	<ul style="list-style-type: none"> <li>Use atlases, globes, maps of varying sizes to locate places</li> <li>Use digital maps</li> <li>locate places on larger scale maps eg Europe</li> <li>Draw maps more accurately</li> <li>use standard symbols and understand the importance of a key</li> </ul>
<p><u>Locational and place knowledge</u></p>	<ul style="list-style-type: none"> <li>Ask geographical questions eg what is it like to live in this place?</li> <li>Investigate their surroundings</li> <li>Make observations about where things are.</li> <li>Use information books and pictures as sources of information</li> <li>Express own views about a place, environment.</li> </ul>	<ul style="list-style-type: none"> <li>Ask geographical questions eg – where is this place? What is it like? How has it changed?</li> <li>Investigate their surroundings</li> <li>make simple comparisons between 2 places</li> <li>Use books, stories, maps, pictures, photos and the internet as sources for information.</li> </ul>	<ul style="list-style-type: none"> <li>Look at maps, pictures and other sources to identify similarities and differences between 2 regions. (Uk and Amazon) (Uk and Antarctica)</li> <li>Match landmarks to a specific country.</li> <li>Use geographical vocabulary to explain specific features in a region eg hills, mountains, rivers, housing.</li> <li>Be able to name and locate cities i</li> </ul>
<p><u>Human and physical Geography</u></p>	<ul style="list-style-type: none"> <li>Use basic geographical language to describe the physical features of a location – what can they see?</li> <li>What features in a location have been created by people and what features are natural features Eg houses, shops – hills, forests. Represent this through drawings and sorting activities.</li> <li>Create visual representations of the changes of the seasons</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language and some research to describe the physical features of a location – what can they see?</li> <li>Use basic geographical vocabulary to refer to human features of a location and physical features of a location – represent these using drawings and written responses.</li> <li>Investigate seasonal and daily weather patterns and use different ways to represent this.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, pictures, texts and internet research to begin to recognise aspects of physical geography – climate, vegetation, rivers, water cycle</li> <li>Hold conversations and group discussions about geographical changes caused through humans.</li> </ul>
<p><u>Fieldwork</u></p>	<ul style="list-style-type: none"> <li>Observe, take photos and record information about the local area</li> <li>Take a walk in the local area and create a memory map, using photos taken, based upon what they have found</li> <li>Study aerial photos of the local area and label, school, woods, houses etc.</li> <li>Create a simple map through sketching. (Beside the Sea)</li> </ul>	<ul style="list-style-type: none"> <li>Observe and record information about the local area, carry out a small survey.</li> <li>Use simple compass directions for routes.</li> <li>Take photos of interesting things in the local area and recognise this as a way to record what has been seen or heard</li> <li>Study aerial photos or maps of the local area and label, school, woods, houses etc</li> <li>Draw their own maps and construct basic symbols in a key.</li> <li>Use a camera in the field to record what is seen</li> </ul>	<ul style="list-style-type: none"> <li>Record findings from field work.</li> <li>Undertake environmental surveys – likes/dislikes, areas to improve, where the sun falls on school etc</li> <li>Select views to photograph</li> <li>Locate the position of a photo on a map</li> <li>Draw an annotated sketch from observation</li> <li>Make an aerial plan or map of an area of the school.</li> <li>Use a camera to collect useful evidence</li> </ul>

Geography Knowledge and Skills	Year 4	Year 5	Year 6
<p><u>Geographical Vocabulary</u></p> <p>To use a wide vocabulary of everyday geographical terms.</p>	<ul style="list-style-type: none"> <li>Use correct geographical language to describe the features or locations they are studying</li> </ul> <p><b>See suggested geographical vocabulary for KS2</b></p>	<ul style="list-style-type: none"> <li>Use correct geographical language to describe the features or locations they are studying</li> </ul> <p><b>See suggested geographical vocabulary for KS2</b></p>	<ul style="list-style-type: none"> <li>Use correct geographical language to describe the features or locations they are studying</li> </ul> <p><b>See suggested geographical vocabulary for KS2</b></p>
<p><u>Map skills</u></p>	<ul style="list-style-type: none"> <li>Use atlases, globes, maps of varying sizes to locate places,</li> <li>Use digital maps</li> <li>Locate places on larger scale maps including, UK and Europe</li> <li>Recognise and mark in boundaries.</li> <li>Draw maps more accurately</li> <li>Use standard symbols and a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use atlases, globes, maps of varying sizes to locate places.</li> <li>Use digital maps</li> <li>Locate places on larger scale maps including, UK, Europe and World.</li> <li>Recognise and mark in boundaries</li> <li>Make simple scale drawings</li> <li>Include standard symbols and a key to draw maps and plans of increasing complexity.</li> <li>Use historical maps and make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>Use atlases, globes, maps of varying sizes to locate places with increased independence.</li> <li>Use digital maps for research</li> <li>Use atlases to find out about other features eg mountains</li> <li>Use a scale to measure distance</li> <li>Include standard symbols and a key to draw maps and plans of increasing complexity.</li> <li>Use historical maps and make comparisons.</li> </ul>
<p><u>Locational and place knowledge</u></p>	<ul style="list-style-type: none"> <li>Use maps, pictures and other sources to identify similarities and differences between 2 regions. (UK and Amazon) (UK and Antarctica)</li> <li>Name and locate cities in the UK and countries within Europe.</li> <li>Match landmarks to a specific country.</li> <li>Use geographical vocabulary to explain specific features of a region eg hills, mountains, rivers, housing. Explain how these have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, pictures and other sources to identify similarities and differences between regions – give explanations.</li> <li>Name and locate cities in the UK and countries within Europe and the world.</li> <li>Ask questions – what is the landscape like? What is life like there?</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, pictures and other sources to identify similarities and differences between regions – give explanations.</li> <li>Name and locate cities in the UK and countries within Europe and the world.</li> <li>Explain the features of a geographical landscape or region using key geographical vocabulary.</li> </ul>
<p><u>Human and physical Geography</u></p>	<ul style="list-style-type: none"> <li>Use maps, pictures, texts and internet research to begin to recognise aspects of physical and human geography and begin to understand what these 2 terms mean.</li> <li>Hold debates and discussions about geographical changes caused through human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>Have a growing understanding of what the terms <b>physical and human geography</b> mean.</li> <li>Relate the above terms to countries, regions, areas being learnt about</li> <li>Plan and hold debates about specific countries and regions and the changes that have accrued there.</li> <li>Interpret a range of sources of geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>Have a good understanding of what the terms physical and human geography relate to within a region, location or country they are investigating.</li> <li>Plan and hold debates about specific countries and regions and the changes that have accrued there.</li> <li>Interpret a range of sources of geographical information.</li> <li>Communicate geographical information in a variety of ways.</li> </ul>
<p><u>Fieldwork</u></p>	<ul style="list-style-type: none"> <li>Record findings from field work.</li> <li>Select views to photograph</li> <li>Locate the position of a photo on a map</li> <li>Draw an annotated sketch from observation</li> <li>Make an aerial plan or map of an area of the school.</li> <li>Use a camera to collect useful evidence</li> </ul>	<ul style="list-style-type: none"> <li>Undertake environmental surveys – likes/dislikes, areas to improve, where the sun falls on school etc</li> <li>Use field work to observe, measure and record findings</li> <li>Record and present human and physical features of the local area using sketch maps, plans and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake an environmental survey and present findings in a variety of ways.</li> <li>Use field work to observe, measure and record findings.</li> <li>Record and present human and physical features of the local area using sketch maps, plans and digital technologies.</li> <li>Design and carry out a survey of the views of people.</li> </ul>