Our Lady's R.C. Primary School

Geography Curriculum – Key Skills and Knowledge and Vocabulary

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Physical and Human:	*They make observations of animals and plants and explain why some things occur, and talk about changes* *They know about similarities and differences between themselves and others, and among families, communities and traditions.* *Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.* *Identify seasonal patterns – focusing on plants and animals.* *Explore their local environment and talk about the changes they see.* *Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.*	*Describe daily and seasonal weather changes in the UK* *Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.* *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.*	*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.* *Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.* *Identify and suggest how people can improve or damage the environment* *Express own views about people, places and their effects on the environment*	*Explain about natural resources e.g. water in the locality.* *Describe human features of the UK regions, cities and/or counties.* *Understand the effect of landscape features on the development of locality.* *Ask and answer geographical questions about the physical and human characteristics of a location.* *Describe key aspects of physical geography, including rivers,* mountains, volcanoes and earthquakes *of an area in the United Kingdom and an area in a European country.* *Identify physical and human features of the localities being studied.* *Explain about weather conditions/patterns around the UK* *Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, contour, valley, location, industry, transport, settlement*	*Physical geography, including: climate zones and the water cycle.* *Human geography, including: types of settlement and land use.* *Ask and answer geographical questions about the physical and human characteristics of a location.* *Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.* *Describe key aspects of human geography including settlements and land use.* *Describe key aspects of human geography (e.g. settlements & land use)* *Describe key aspects of physical geography (e.g. rivers, mountains & the water cycle)* *Describe how people have been affected by changes in the environment*	*Describe and understand key aspects of vegetation belts, rivers and mountains.* *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* *Begin to identify and describe how the physical features affect the human activity within a location.* *Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.* *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.* *Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* *Identify and describe how physical geographical features affect human activity within a location* *Understand and use a widening range of geographical terms, including specific topic vocabulary – urban, rural, trade, sustainability; delta, tributary; describe geographical processes (e.g. erosion)*	*Understand and use a widening range of geographical terms e.g. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.* *Understand why people seek to manage and sustain their environment.* *Collect and analyse statistics and other information in order to draw clear conclusions about locations.* *Explain 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.* *Describe and understand key aspects of human geography (e.g. cultural diversity)* *Describe and understand key aspects of physical geography (e.g. volcanoes & earthquakes)* *Be aware of current global geographical issues identifying their own and other's views*

						Recognise how people can improve or damage the environment and how decisions about the environment can affect quality of people's lives.	
Locational Knowledge	*Children know about similarities and differences in relation to places, objects, materials and living things.* *They talk about the features of their own immediate environment and how environments might vary from one another.* *Observe, find out about and identify features in the place they live and in the natural world.* *Find out about their environment and talk about those features they like and dislike.* *Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', to help children make distinctions in their observations.* *Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.*	*Use simple observational skills to study the geography of the school and its grounds.* *Know about some present changes that are happening in the local environment, e.g. At school.* *Use locational language (e.g. near and far, left and right) to describe the location of features and routes.*	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.* *Name, locate and identify characteristics of the seas surrounding the United Kingdom.* *Name and locate the world's seven continents and five oceans.*	*Know about the wider context of places – region, country.* *Locate and name the continents on a World Map.* *Locate 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.* *Share own views about locations.*	*Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region in North or South America.* *Explain my own views about locations, giving reasons.* *Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.* *Name and locate the countries of Europe (with high populations & large areas)* *Use detailed maps, atlases, globes and digital/computing mapping to identify countries of Europe (with high populations & large areas) and their features* *Name and locate specific features of a country, e.g. mountain range, region*	*Name and locate the countries of South and Central America.* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).* *Understand some of the reasons for geographical similarities and differences between countries.* *Use detailed maps, atlases, globes and digital/computing mapping to identify specific features of a location, such as trade routes and weather patterns.*	*Identify the physical characteristics and topographical features of the countries of North America.* *Name and locate some of the countries of North and South America (with high populations & large areas) and identify their human and physical characteristics; understand how some of these aspects have changed over time.* *Use detailed maps, atlases, globes and digital/computing mapping to identify specific features of a location, such as population, landscape, climate*
Place Knowledge	*They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.* *Observe and identify features in the place they live and the natural world.* *Talk about features.* *Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.* *Encourage the use of words that help children to express*	*Name, describe and compare local familiar places. Identify links between home and other places in the local community (e.g. routes, location, use)* *Suggest ideas for improving the school environment* *Use simple geographical vocabulary to describe human & physical features of the local area*	*Ask simple geographical questions e.g. What is it like to live in this place? Understand how some places are linked to other places, e.g. roads and trains.* *Make simple comparisons between individual features of different places (i.e. the UK and a contrasting non-European country)* *Recognise how specific places are linked to other places (e.g. travel, language, weather)* *Compare specific human and physical geographical features of two contrasting locations*	*Describe similarities and difference between counties and cities of the UK: human & physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns* *Explain the wider context of a place – county/region, country, continent* *Explain how a specific place has changed over time* *Develop an awareness of how places are related to each other.* *Describe the geographical similarities and differences between a region in the UK and one in Europe.*	*Identify the main physical & human geographical characteristics of the countries of Europe (with high populations & large areas)* *Describe the human & physical geographical similarities and differences between two countries* *Recognise that people have differing qualities of life living in different locations and environments* *Understand why there are similarities and differences between places* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,*	*Describe and understand key aspects of human & physical geography of a location being studied* *Identify human and geographical features of a location and understand how some of these aspects have changed overtime* *Describe how countries and geographical regions are interconnected and interdependent* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.* *Explain how locations around the*	*Describe geographical diversity across the world.* *Compare the physical and human features of a region of the UK and a region of North or South America, identifying similarities and differences.* *Explain why places are like they are in terms of weather, historical development and local resources*

	opinions, e.g. 'busy', 'quiet' and 'pollution'.				***Southern Hemisphere, Arctic and Antarctic Circle.*** ***Describe how the locality of the school has changed over time.***	***world are changing and explain some of the reasons for change.*** ***Begin to understand and explain geographical diversity across the world.***	
Progression of Fieldworks skills							
QUESTIONNAIRES	Listen to an adult asking the class a question Eg, 'What is your favourite type of weather'. Take part in voting as part of a class.	Listen to an adult asking another child or adult about familiar environments or activities *E.g. About their home or holidays.*	Ask a familiar person prepared questions *E.g. 'What do you like best about our playground?'.* Use a pro-forma and put ticks in boxes.	Gain confidence in speaking to an unfamiliar person. Records some of what they found out *E.g. talking to a builder about where materials come from.* Use a simple database to present findings.	Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after *E.g. Asks questions to a policeman about road safety issues in a town.* Use a database to present findings.	Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected.	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.
FIELDSKETCHING	Contribute to a class representation of what they observe in a familiar setting. Eg. The playground.	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
PHOTOGRAPHY	Use a camera to take photos of things directed by the teacher. Eg, 'Can you take a photograph of the pirate ship? Can you take a photo of a tree?'	Recognise a photo taken by a teacher as a record of what they have seen.	Use a camera in the field with help to record what they have seen. Label the photo with help.	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.	Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
VIDEO/AUDIO RECORDING	Be able to talk about where they have been to be recorded by a teacher.	Recognise a video/recording taken by a teacher as a record of what they have seen/heard.	Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment.	Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out.	Suggest what to record for their investigation. Commentate on the recording, describing and suggesting explanations of what they see.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their recordings. Use recordings for their investigations.	Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
MEASUREMENT	Be able to distinguish between something that is 'big' and something that is 'small'.	Use everyday language to describe features in the environment *E.g. bigger, smaller than.*	Use everyday non-standard units *E.g. hands for length.* Counts the number of. *E.g. children who come to school by car.*	Use everyday standard and non-standard units occasionally *E.g. A trundle wheel for metres.* Count up to 100 *E.g. for a traffic survey they cross number on a hundred square for each vehicle.* Begin to organise recordings.	Use easy to read instruments *E.g. rain gauge or metre tape.* Count and record different types at the same time using a tally *E.g. counting types of shops.* Organise results in a spreadsheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.
Progression of Map skills							
DIRECTION/LOCATION	Begin to understand directions (Up, down, left/right, forwards/backwards)	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
DRAWING MAPS	Contribute to a class representation of a map of a familiar place. Eg. A room at home or in school.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

REPRESENTATION	Begin to use own symbols on a map.	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.
USING MAPS	Observe the teacher using a simple picture map to move around school.	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
SCALE/DISTANCE	Begin to use relative vocabulary (e.g. bigger/smaller, like/dislike)	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
PERSPECTIVE	Begin to draw objects.	Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
MAP KNOWLEDGE	Learn names of places relevant to their lives. Eg. Aspull, Wigan.	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on a map.	Begin to identify significant places and environments.	Identify significant places and environments.	Confidently identify significant places and environments.
STYLE OF MAP	Explore picture maps and globes.	Begin to understand that both a globe and a picture map can be used to locate different places.	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas.	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
Vocabulary							
	Reception	***Year 1***	**Year 2**	**Year 3**	**Year 4**	***Year 5***	***Year 6***
	animals beach building city countryside desert England farm festivals flag forest globe hill house journey lake land language local map mountain park path people place pond rainforest river road sea seasons shop town village water weather wildlife wood world	Autumn building beach capital city castle church city cloud cliff coast cold compass country countryside desert equator farm forest freezing frosty ground hot island local area map misty month place people rain route season shop snow spring street summer sunshine symbol temperature The months of the year thunderstorm town United Kingdom valley vegetation warm weather weather chart wind windy winter village, factory, house, office, port, harbour Blackpool Aspull	adapt atlas beach cliff coast compass continent diagram desert east England Europe facilities farm forest globe habitat harbour hill human island local area man-made maps mountain north oceans office people photograph physical population port Scotland seaside south town United Kingdom valley village Wales west wildlife sea, river, soil, valley, vegetation, season and weather.	atlases capital cities climate zones compass contents destination east European countries famous volcanoes human features index Italy landscape land use locality map index mountain range north east north west Northern Hemisphere Ordnance Survey settlement physical feature precipitation region season south east south west symbols temperature trade tropical volcano weather station west wilderness *meander, floodplain, contour, valley, location, industry, transport, settlement*	aftershock ash cloud atlas avalanche British Isles cities compass – 8 points locality dormant earthquake economic activity Egypt eruption European Union globe Great Britain human features island key maps measure Mexico Ordnance Survey physical features rainfall Spain survey symbols topographical features trade links United Kingdom villages 4 figure-grid references	climate countries distance economical features Europe fieldwork graph human features itinerary journey land use Aspull locality maps mountain regions Ordnance Survey physical features river bank sketches source symbols water water cycle 4 figure-grid references 8 point compass urban, rural, trade, sustainability; delta, tributary; describe geographical processes	Aerial photographs biomes climate zones distribution energy food human features locality measurements minerals data national resources Ordnance Survey physical features scale symbols settlements time zones Tropics: Cancer & Capricorn vegetation belts water 6 figure grid references
CHALLENGING	country environment landmarks local area school grounds United Kingdom locate	detached house factory semi-detached house terraced house	aerial photographs diverse facilities locality longest/shortest routes using maps sources vegetation weather predictions	destination largest seas around Europe mode of transport	accurate measurements different views environmental issues	damage environment future improve 6 figure grid references	canals that link continents human activity latitude longitude population meridian sustainable development