



## Geography Knowledge and Vocabulary Map

(Knowledge and Skills Progression shown in Italicics)

		Theme	Knowledge	Vocabulary
YR Autumn	Global Awareness	Let's Explore	<p>The Natural World</p> <ul style="list-style-type: none"><li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li><li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>	Animals, creatures, plants, flowers, leaves
YR Spring		Lights, Camera, Action!	<p>People, Culture and Communities</p> <ul style="list-style-type: none"><li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li><li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li></ul>	Nature, town, village, city, countryside
YR Summer		The Great International Bake Off		Autumn, Winter, Spring, Summer  Outdoors, maps, weather  Religion, culture

		<ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul>	UK, Countries
Y1/2 Autumn	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Know the four points of the compass and use to describe a map.</li> <li>Create a simple map, with basic symbols</li> <li>Use simple grid references</li> <li><i>Use compass directions and locational language to describe the location of features on a map.</i></li> <li><i>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references</i></li> <li><i>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</i></li> <li><i>Identify land use around the school.</i></li> </ul>	Map Direction Compass points
Y1/2 Spring	Human and Physical Geography	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>Key physical features of landscape</li> <li>Key human features of a location</li> </ul> </li> <li>Identify the key features of a location to decide what sort of area it is.</li> <li><i>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</i></li> <li><i>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</i></li> <li><i>Use basic geographical vocabulary.</i></li> <li><i>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.</i></li> </ul>	Coast, forest, mountain, ocean, river City, town, village, farm, house

Y1/2 Summer	Geographical skills	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to identify:           <ul style="list-style-type: none"> <li>◦ the United Kingdom, its countries and capital cities</li> <li>◦ the continents</li> <li>◦ the oceans</li> <li>◦ the countries of the world</li> </ul> </li> <li>• Identify characteristics of the four countries of the UK and the seas surrounding it.</li> <li>• Identify areas if the world (and their temperature) in relation to the Equator and the North and South Poles.</li> <li>◦ <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</i></li> <li>◦ <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></li> <li>◦ <i>Name and locate the world's continents and oceans.</i></li> <li>◦ <i>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.</i></li> </ul>	Atlases Countries Continents Oceans
Y3/4 Autumn	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Use eight points of a compass</li> <li>• Study simple map symbols and use a key</li> <li>• Understand four-figure grid references</li> <li>◦ <i>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.</i></li> <li>◦ <i>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</i></li> </ul>	Map Compass points Navigation Grid references

Y3/4 Spring	Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe key aspects of:           <ul style="list-style-type: none"> <li>○ physical geography</li> <li>○ human geography</li> </ul> </li> <li>○ Describe geographical similarities and differences between countries.</li> <li>○ <i>Explain own views about locations, giving reasons.</i></li> <li>○ <i>Use a range of resources to identify the key physical and human features of a location.</i></li> <li>○ <i>Describe key aspects of physical and human geography.</i></li> <li>○ <i>Describe geographical similarities and differences between countries.</i></li> </ul>	Rivers, mountains, volcanoes, earthquakes, the water cycle Settlements, land use
Y3/4 Summer	Geographical skills	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping to:           <ul style="list-style-type: none"> <li>○ identify countries</li> <li>○ describe features studied</li> </ul> </li> <li>• Locate counties and cities in the UK.</li> <li>• Understand the physical and human characteristics of the UK.</li> <li>• Name and locate the Equator, Northern and Southern Hemisphere, Tropics and Circles.</li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</i></li> <li>○ <i>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.</i></li> <li>○ <i>Name and locate the countries of Europe and identify their main physical and human characteristics.</i></li> <li>○ <i>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas.</i></li> </ul>	Atlases Countries Continents Oceans

Y5/6 Autumn	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Use eight points of a compass</li> <li>• Study OS map symbols.</li> <li>• Use a key alongside a map.</li> <li>• Understand four-figure grid references</li> <li>• Create maps of locations identifying patterns</li>   <li>○ <i>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.</i></li> <li>○ <i>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.</i></li> <li>○ <i>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</i></li> </ul>	Map Compass points Navigation Grid references
Y5/6 Spring	Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>○ physical geography</li> <li>○ human geography</li> </ul> </li> <li>• Explain geographical diversity across the world.</li> <li>• Understand how physical features can affect human activity within a location.</li>   <li>○ <i>Identify and describe how the physical features affect the human activity within a location.</i></li> <li>○ <i>Describe and understand key aspects of physical and human geography.</i></li> <li>○ <i>Understand some of the reasons for geographical similarities and differences between countries.</i></li> <li>○ <i>Describe geographical diversity across the world.</i></li> </ul>	Climate zones, biomes, vegetation Trade links, natural resources, energy

Y5/6 Summer	Geographical skills	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping to:           <ul style="list-style-type: none"> <li>◦ identify the countries and cities of the world</li> <li>◦ describe features studied</li> </ul> </li> <li>• Name and locate some countries of North and South America.</li> <li>• Identify and describe the geographical significance of latitude and longitude (including the Equator, Hemispheres etc).</li> <li>• Understand different time zones.</li> <li>• <i>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.</i></li> <li>• <i>Name and locate the countries of North and South America and identify their main physical and human characteristics.</i></li> <li>• <i>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)</i></li> </ul>	Atlases Countries Continents Oceans
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