

Geography – Key Vocabulary – Progression of Core Knowledge and Skills

The geography and skills represented in this document are not exhaustive, but rather identify the core learning taught at Thwaites School to ensure the National Curriculum is covered in a deep and meaningful way, preparing our children for their next step in education by creating knowledgeable, skilful, competent and confident geographers.

Golden Threads

A number of subjects across the curriculum have ‘golden threads’ running through them; themes that are revisited a number of times to allow for deeper knowledge and skills to be developed and embedded.

In Geography our themes are:

- **Water Studies** – During the delivery of each curriculum, children will have multiple opportunities to study water. Each revisit to this theme will be different as it links seamlessly with the wider topics being taught. Children will study water first-hand in a variety of ways through ponds, streams, rivers, lakes, the sea and the weather.
- **Trade** – During the delivery of each curriculum, children will have multiple opportunities to learn about trade. Each revisit to this theme will be different as it links seamlessly with the wider topics being taught. Children will learn about types of trade, trade routes, traded goods linked to particular countries, and regions within countries and how traded goods are transported. Each curriculum will also include a visit from a Fair-Trade ambassador to develop our children as conscientious citizens of the world.

Early Learning Goals

Expressive Arts and Design – Creating with Materials

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design – Being Imaginative and Expressive

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Vocabulary

Key Stage One Vocabulary	Lower Key Stage Two Vocabulary	Upper Key Stage Two Vocabulary
<p>Location Knowledge United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p> <p>Place Knowledge South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano</p> <p>Human and Physical Geography ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Location Knowledge county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Place Knowledge Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural</p> <p>Human and Physical Geography mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunamis, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation,</p>	<p>Location Knowledge atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key</p> <p>Place Knowledge latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources</p> <p>Human and Physical Geography environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental</p>

<p>Geographical Skills and Fieldwork compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</p>	<p>precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food Geographical Skills and Fieldwork sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates</p>	<p>Geographical Skills and Fieldwork atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph</p>
<p>Year One and Year Two – Curriculum A</p>		
<p>Autumn Term - One</p>	<p>Spring Term – One</p>	<p>Summer Term – One</p>
<p>Our School and Magical Mapping</p>	<p>Wonderful Weather</p>	<p>Beside the Seaside</p>
<p>National Curriculum Coverage I know how to devise simple maps; and use and construct basic symbols in a key in the context of: the school/local area I know how to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of: the school environment I know how to use atlases and globes to identify the UK and its countries in the context of: using an atlas/ developing atlas skill I know the name and location of the world’s seven continents and five oceans in the context of: the developing atlas skills I know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the context of: my school and where I live I know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment in the context of: aerial photographs I know and can use basic geographical vocabulary to refer to key human and physical features in the context of: my school and the surrounding area Year One Knowledge and Skills I can draw a simple map I can name the four points of a compass I can explain my route to school I am beginning to use an atlas to find where I live and other places in the UK with help I am beginning to use an atlas to find places around the world with help</p>	<p>National Curriculum Coverage I know how to identify daily weather patterns in the context of: the weather of the UK weather forecasting dangerous weather I understand seasonal weather patterns in the context of: the weather of the UK I know how to identify daily weather patterns in the context of: dangerous/adverse weather in the UK weather I know how to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole in the context of: using a globe I understand the human/physical geography of a cold area of the world in the context of: the Arctic Year One Knowledge and Skills I can explain what the weather is like where we live I can identify a feature of each season I am beginning to describe how the weather can affect us I can explain a weather forecast I can use key words to describe the weather with support I can explain what evidence there is that it is raining I can explain a few different types of rain I can explain some of the dangers of weather including high winds, extreme heat and flooding with help I can explain what hot and cold countries are like in simple terms I am beginning to understand why countries are hot and cold depending on their location I can explain what a cold area of the world is like with help I can use map skills to locate cold places</p>	<p>National Curriculum Coverage I know the correct basic geographical vocabulary to use in the context of: coastal/ seaside locations I know how to 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, in the context of: coastal/ seaside locations I know the correct basic geographical vocabulary to refer to human and physical features, in the context of: coastal/seaside locations coastal/seaside locations in the past and present day seaside localities and the seaside town of St. Ives, Cornwall I know how to use aerial photographs and to recognise landmarks and basic human and physical features, in the context of: coastal/seaside locations I know how to name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of: the seaside resorts in the four countries of the UK I know how to use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of: the seaside town of St. Ives, Cornwall visiting a seaside locality I know how to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of: island locations I know how to use simple fieldwork and observational skills, in the context of: visiting a seaside locality Year One Knowledge and Skills</p>

<p>I can name and locate some of the world's five main oceans</p> <p>I understand what an aerial view is</p> <p>I can observe aerial photographs of the school and local area</p> <p>I can locate approximately where I live in the local area on a map with help</p> <p>I understand what my classroom looks like</p> <p>I can locate our school in our local area on a map with support</p> <p>I can make simple observations of the school environment</p> <p>I can begin to recognise map symbols</p> <p>Year Two Knowledge and Skills</p> <p>I can draw a simple sketch map</p> <p>I can use compass directions to move around a map</p> <p>I can plan a route in the local area</p> <p>I can use an atlas to find where I live and other places in the UK</p> <p>I can use an atlas to find places around the world</p> <p>I can name and locate the world's five main oceans</p> <p>I can understand what an aerial view is and can explain it using the correct terminology</p> <p>I can observe aerial photographs of the school and local area, pointing out features I recognise</p> <p>I can locate where I live in the local area on a map</p> <p>I understand what my classroom, my school and its surrounding area looks like</p> <p>I can locate our school in our local area on a map</p> <p>I can observe the school environment</p> <p>I recognise map symbols</p>	<p>Year Two Knowledge and Skills</p> <p>I can explain what the weather is like in our country</p> <p>I can explain the different seasons in a year</p> <p>I can describe how the weather can affect us</p> <p>I can explain a weather forecast and describe what it shows</p> <p>I can use key words to describe the weather</p> <p>I can explain what evidence to look for to forecast rain</p> <p>I can explain different types of rain</p> <p>I can explain the dangers of weather including high winds, extreme heat and flooding</p> <p>I can explain what hot and cold countries are like</p> <p>I understand why countries are hot and cold depending on their location</p> <p>I can explain what a cold area of the world is like</p> <p>I can use map skills to locate hot and cold places</p>	<p>I can use key words to describe different places</p> <p>I can use a map to find some seaside locations</p> <p>I can use a few key words to describe seaside locations with help</p> <p>I can observe aerial photographs of seaside locations</p> <p>I can locate seaside resorts in the four countries of the UK</p> <p>I can describe a seaside town near me</p> <p>I can describe places on a map</p> <p>I can use a map to identify some British islands with help</p> <p>I can locate hot and cold islands in the world</p> <p>I can visit a seaside resort and collect evidence</p> <p>I can use a map to follow the route around a seaside resort with help</p> <p>I can describe how the sea moves re. waves</p> <p>I can identify animals that live at the beach/in the sea</p> <p>Year Two Knowledge and Skills</p> <p>I can use key words to describe different places and environments</p> <p>I can use a map to find seaside locations</p> <p>I can use key words to describe seaside locations</p> <p>I can observe aerial photographs of seaside locations and identify common features</p> <p>I can locate several seaside resorts in the four countries of the UK and identify similarities</p> <p>I can understand what seaside holidays and resorts were like in the past and the present, explaining similarities and differences</p> <p>I can describe a seaside town near me using the correct geographical terminology for key features</p> <p>I can describe places and routes on a map</p> <p>I can use a map to identify the main British islands</p> <p>I can locate hot and cold islands in the world linking their temperature to their position on the globe</p> <p>I can visit a seaside resort and identify physical and human features</p> <p>I can use a map to follow the route around a seaside resort</p> <p>I can describe how the sea moves, re. waves and the tide</p> <p>I can compare animals that have beach habitats on my local beach with animals that have beach habitats around the world</p>
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Year One and Year Two – Curriculum B

<p>Autumn Term - One</p>	<p>Spring Term – One</p>	<p>Summer Term – One</p>
<p>Our Local Area, Our Country</p>	<p>What a Wonderful World</p>	<p>Sensational Safari</p>

<p>National Curriculum Coverage</p> <p>I understand geographical similarities and differences through studying the human and physical geography in the context of:</p> <p>the UK</p> <p>my own location</p> <p>a small area of the United Kingdom, and of a small area in a contrasting non-European country (Brasilia with London)</p> <p>I know how to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas in the context of:</p> <p>using maps</p> <p>I know how to use simple fieldwork & observational skills in the context of: studying the surrounding environment</p> <p>Year One Knowledge and Skills</p> <p>I can use some key words to describe town and countryside with help</p> <p>I can use some key words to explain the differences between a 'town' and the 'countryside' with help</p> <p>I can name the countries of the UK</p> <p>I can locate the UK using a globe</p> <p>I am beginning to understand a journey line</p> <p>I can understand what an 'aerial view' shows</p> <p>I can identify some key features of the countries of the UK with help</p> <p>I can observe aerial view photographs</p> <p>I can name capital cities of the UK</p> <p>I can explain what London is like using some key words with help</p> <p>I can name say something that is the same and something that is different about London and Brasilia</p> <p>I can explain what our local area is like</p> <p>I can think of some places water can be found in our local area</p> <p>I can recognise some locations on a map in my local area</p> <p>I can recognise some locations where water is on a map in my local area</p> <p>Year Two Knowledge and Skills</p> <p>I can use key words to describe town and countryside</p> <p>I can use key words to explain the differences between a 'town' and the 'countryside'</p> <p>I can name the countries of the UK</p> <p>I can locate the four countries of the UK using a map</p> <p>I can explain a journey line</p> <p>I can understand and explain what an 'aerial view' shows</p> <p>I can identify key features of the countries of the UK</p>	<p>National Curriculum Coverage</p> <p>I know how to name and locate the world's seven continents and five oceans in the context of:</p> <p>the geography of the world</p> <p>creating journey lines</p> <p>case study approach about Europe</p> <p>I know how to use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage in the context of:</p> <p>the geography of the world</p> <p>I understand the location of hot and cold areas of the world in relation to the equator and North and South Pole in the context of:</p> <p>using globes</p> <p>I know how to use aerial photographs to recognise landmarks and basic human and physical features in the context of:</p> <p>aerial photographs</p> <p>I know how to use basic geographical vocabulary to refer to key physical and human features in the context of:</p> <p>aerial photographs</p> <p>Year One Knowledge and Skills</p> <p>I can name and attempt to locate the continents and oceans of the world</p> <p>I can locate continents, countries and oceans of the world with help</p> <p>I can explain some key features of the continents of the world with help</p> <p>I can explain how a journey can be made around the world</p> <p>I know what a journey line is</p> <p>I can find hot and cold countries around the world on a globe with support</p> <p>I can locate the continent we live in</p> <p>I can visit a farming location in my local area</p> <p>I can name a few different types of farming trades</p> <p>I can explain what a dairy farm and an agricultural farm produce</p> <p>I can observe aerial photographs</p> <p>Year Two Knowledge and Skills</p> <p>I can name and locate the continents and oceans of the world</p> <p>I can locate continents, countries and oceans of the world accurately</p> <p>I can explain key features of the continents of the world</p> <p>I can explain how a journey can be made around the world in a variety of different ways</p> <p>I know what a journey line is and I can draw one on a map</p> <p>I can demonstrate how to find hot and cold countries around the world on a globe</p>	<p>National Curriculum Coverage</p> <p>I know how to name and locate the world's seven continents and five oceans in the context of:</p> <p>Africa (Kenya)</p> <p>I know how to use world maps, atlases and globes to identify the countries studied at this key stage in the context of:</p> <p>Africa (Kenya)</p> <p>I know how to devise simple maps in the context of:</p> <p>Africa (Kenya)</p> <p>I know how to 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 in the context of:</p> <p>Kenya</p> <p>Kenya (Maasai)</p> <p>Kenya and the UK (my locality)</p> <p>I know how to use basic geographical vocabulary to refer to key physical and human features in the context of:</p> <p>Africa (national parks)</p> <p>Kenya (national parks/ reserves)</p> <p>observing geographical images/photographs</p> <p>I know how to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of:</p> <p>national park/ safari maps</p> <p>Year One Knowledge and Skills</p> <p>I can understand where Kenya is in the world</p> <p>I can locate Kenya on a world map with help</p> <p>I can draw a simple map</p> <p>I am beginning to understand what life is like for people living in Kenya</p> <p>I can understand what a national park is</p> <p>I can use compass directions to describe places on a map with support</p> <p>I can name some of the main animals which live in Kenya</p> <p>I am beginning to understand what Maasai culture is like</p> <p>I can observe photographs and ask simple questions to find out about a place</p> <p>I can begin to compare my life to a child's life from Kenya with help</p> <p>I understand that water in Kenya is sometimes not available</p> <p>I understand how water can be found in Kenya in times of drought</p> <p>I understand the dangers of drinking untreated water</p>
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<p>I can observe aerial view photographs and identify key features</p> <p>I can name capital cities in each country of the UK</p> <p>I can explain what London is like using key words</p> <p>I can compare two capital cities- Brasilia and London</p> <p>I can explain what our local area is like describing human and physical features</p> <p>I can explain what water can be found in our local area</p> <p>I can describe where things are on a map in my local area</p> <p>I can describe where water is on a map in my local area and explain how they are different</p>	<p>I can locate the continent we live in and describe some of the key features</p> <p>I can visit a farming location in my local area and ask prepared questions re. trade</p> <p>I can discuss different types of farming trades</p> <p>I can explain how a dairy farm and an agricultural farm may be different re. human and physical features</p> <p>I can observe aerial photographs and identify features</p>	<p>I understand that the water in our taps is clean</p> <p>I understand that the water in natural bodies of water is untreated and can make me ill</p> <p>Year Two Knowledge and Skills</p> <p>I can understand where Kenya is in the world and can compare its size to that of the UK</p> <p>I can locate Kenya on a world map</p> <p>I can draw a map of increasing complexity</p> <p>I can understand what life is like for people living in Kenya</p> <p>I can understand what a national park is and can explain some benefits</p> <p>I can use compass directions to describe places on a map</p> <p>I can name the main animals which live in Kenya and describe some of their characteristics</p> <p>I can understand what Maasai culture is like</p> <p>I can observe photographs and ask questions to find out about a place</p> <p>I can compare my life to a child's life from Kenya</p> <p>I understand that water in Kenya is sometimes not available and am beginning to recognise how difficult that might be</p> <p>I understand how water can be found in Kenya in times of drought and can explain what this means for the children of Kenya</p> <p>I understand the dangers of drinking untreated water and can explain them to others</p> <p>I understand that the water in our taps is treated</p> <p>I understand that the water in natural bodies of water is untreated and can make me ill and can explain this to others</p>
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Year Three and Year Four – Curriculum A

Autumn Term – Two	Spring Term – One and Two	Summer Term - Two
The UK	Egypt - Geography Skills	What is it Like in Ulverston?
<p>National Curriculum Coverage</p> <p>I know how to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of:</p> <p>maps of the UK</p> <p>the UK's rivers and seas</p> <p>maps of UK counties</p> <p>UK hills and mountains</p> <p>London's growth</p>	<p>National Curriculum Coverage</p> <p>I know how to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of:</p> <p>Africa (Egypt)</p> <p>I know how to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of:</p> <p>Egypt's climate</p> <p>The Nile</p>	<p>National Curriculum Coverage</p> <p>I know how to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, in the context of:</p> <p>locating Ulverston</p> <p>I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America, in the context of:</p>

<p>I know how to 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 and the wider world in the context of: describing the position of UK cities</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of: the UK's rivers and seas counties of the UK UK hills and mountains</p> <p>I know how to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of: London's history</p> <p>Year Three Knowledge and Skills</p> <p>I can name, independently, and locate, with help, the countries and cities of the UK</p> <p>I am beginning to use the eight compass points to describe the location of the countries and cities of the UK</p> <p>I can name, independently, and locate, with help, the main rivers and seas of the UK</p> <p>I can identify some rivers and seas using an atlas or map</p> <p>I can name and locate some of the counties of the UK</p> <p>I can use a map to locate some of the counties of the UK</p> <p>I can name and locate on a map, areas of high ground in the UK</p> <p>I can identify ways that London has changed over time</p> <p>I can explain the importance of the Prime Meridian to London's history</p> <p>Year Four Knowledge and Skills</p> <p>I can name and locate the countries and cities of the UK</p> <p>I can use the eight compass points to describe the location of the countries and cities of the UK</p> <p>I can name and locate the main rivers and seas of the UK</p> <p>I can identify rivers and seas using an atlas or map, explaining key features of the map relevant to rivers and seas</p> <p>I can name and locate some of the counties of the UK, explaining which country of the UK they are in</p> <p>I can use a map to locate some of the counties and major towns of the UK</p> <p>I can name and locate on a map, areas of high ground in the UK, and explain how to use features of a map to determine key features of the high ground (height, gradient, etc.)</p>	<p>Egyptian biomes</p> <p>I know how to describe and understand 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 in the context of:</p> <p>Egyptian land use African trade</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of: Africa (Egypt)</p> <p>I know how to 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 and the wider world in the context of: Africa (Egypt)</p> <p>I know how to 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 in the context of: studying a local river</p> <p>Year Three Knowledge and Skills</p> <p>I can locate Egypt using an atlas/globe and explain which continent it is found in with help</p> <p>I can explain the climate in Egypt in relation to its position on the globe</p> <p>I can name the major cities of Egypt and find their location on a map</p> <p>I can name the major river in Egypt and locate it on a map</p> <p>I am beginning to understand the term 'biome' in relation to Egypt</p> <p>I can explain some of the major uses of land in Egypt</p> <p>I am beginning to understand the terms 'export' and 'trade' in relation to the major exports of Africa</p> <p>I can visit a river in my location</p> <p>I can name some animals that live in a river in my location</p> <p>I can collect water samples from a river in my location with support</p> <p>I can test water samples from a river in my location for pollutants with support</p> <p>Year Four Knowledge and Skills</p> <p>I can locate Egypt using an atlas/globe and explain which continent it is found in</p> <p>I can explain the climate in Egypt in relation to its position on the globe and why it is hotter near the equator</p>	<p>the landscape around Ulverston land use of Ulverston the human geography of Ulverston the human and physical geography of Ulverston comparing aspects of our locale with Ulverston</p> <p>Year Three Knowledge and Skills</p> <p>I can identify Ulverston and its features on a map</p> <p>I can compare the physical geography of Ulverston with that of my own area</p> <p>I can compare the human geography of Ulverston with that of my own area</p> <p>I can create a travel guide for a trip to Ulverston including a simple map</p> <p>I can compare the physical and human features of Ulverston with those of the area I live in</p> <p>I can locate Ulverston canal on a map</p> <p>I can explain what Ulverston canal was used for</p> <p>I can locate Ulverston canal on a trip to Ulverston with help</p> <p>Year Four Knowledge and Skills</p> <p>I can identify Ulverston and its features on a map and draw a travel line from our school to Ulverston</p> <p>I can compare the physical geography of Ulverston with that of my own area and explain similarities and differences</p> <p>I can compare the human geography of Ulverston with that of my own area and explain similarities and differences</p> <p>I can create a detailed travel guide for a trip to Ulverston including a detailed map of key features</p> <p>I can compare the physical and human features of Ulverston with those of the area I live in and explain differences using geographical vocabulary</p> <p>I can locate Ulverston canal on a map using the eight points of a compass to explain its location</p> <p>I can explain what Ulverston canal was used for and why it is not in use now</p> <p>I can locate Ulverston canal on a trip to Ulverston</p>
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<p>I can identify and explain a variety of ways that London has changed over time</p> <p>I can explain Prime Meridian and the importance of the Prime Meridian to London's history</p>	<p>I can name the major cities of Egypt and explain their location on a map using the eight points of a compass</p> <p>I can name the major river in Egypt and explain its location on a map using the eight points of a compass</p> <p>I understand the term 'biome' in relation to Egypt</p> <p>I can explain some of the major uses of land in Egypt and compare them to our country</p> <p>I can explain some of the major exports of Africa</p> <p>I can visit a river in my location</p> <p>I can explain what lives in a river in my location re. plants and animals</p> <p>I can collect water samples from a river in my location</p> <p>I can test water samples from a river in my location for pollutants</p>	
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Year Three and Year Four – Curriculum B

Autumn Term – Two	Summer Term – One	Summer Term - Two
All Around the World	Rainforest	Extreme Earth
<p>National Curriculum Coverage</p> <p>I know how to identify the position and significance of latitude and longitude in the context of:</p> <p>using co-ordinates to read maps</p> <p>I know how to use maps, atlases and globes to locate countries in the context of:</p> <p>using co-ordinates to find locations</p> <p>trade around the world</p> <p>I know how to identify the position and significance of the Arctic and the Antarctic Circle in the context of:</p> <p>comparing polar regions to the UK</p> <p>I know how to identify the position and significance of the Tropics of Cancer and Capricorn in the context of:</p> <p>comparing the climate of the tropics with that of the UK</p> <p>I know how to identify the position and significance of the Prime/ Greenwich Meridian in the context of:</p> <p>exploring countries on the Meridian Line</p> <p>I know how to identify the position and significance of time zones (including day and night) in the context of:</p> <p>comparing times in different countries</p> <p>Year Three Knowledge and Skills</p> <p>I can identify lines of latitude and longitude with support</p>	<p>National Curriculum Coverage</p> <p>I know how to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of:</p> <p>rainforests</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of:</p> <p>rainforests</p> <p>I know how to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of:</p> <p>rainforests</p> <p>I know how to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of:</p> <p>a tropical climate</p> <p>the layers of a rainforest</p> <p>rainforest inhabitants</p> <p>the water cycle</p> <p>I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region</p>	<p>National Curriculum Coverage</p> <p>I know how to describe and understand key aspects of physical geography in the context of:</p> <p>what is under the Earth's surface</p> <p>volcanoes</p> <p>earthquakes</p> <p>tsunamis</p> <p>tornadoes</p> <p>Year Three Knowledge and Skills</p> <p>I can describe what you find underground with support</p> <p>I can explain at least one way volcanoes are formed</p> <p>I can explain some of the ways volcanoes affect people's lives with help</p> <p>I can explain what causes earthquakes and how they are measured with help</p> <p>I can explain what causes tsunamis and how they affect people with help</p> <p>I can explain what causes tornadoes and the effects they have with help</p> <p>Year Four Knowledge and Skills</p> <p>I can describe, in detail, what you find underground</p> <p>I can explain how several different types of volcano are formed</p> <p>I can explain how volcanoes affect people's lives in detail</p> <p>I can explain what causes earthquakes and how they are measured</p> <p>I can explain what causes tsunamis and how they affect people</p>

<p>I am beginning to use longitude and latitude to find places on maps, atlases and globes with support</p> <p>I can describe some of the key features of the polar regions and compare them to the UK with help</p> <p>I am beginning to compare the climate of the tropics with the UK climate</p> <p>I can explain the position of the Prime Meridian</p> <p>I can explain the position of time zones and their purpose with support</p> <p>I can explain what trade is in simple terms</p> <p>I can explain some major trades of different countries</p> <p>I am beginning to understand why different countries trade in different things</p> <p>I am beginning to understand what a trade route is</p> <p>Year Four Knowledge and Skills</p> <p>I can identify lines of latitude and longitude</p> <p>I can use longitude and latitude to find places on maps, atlases and globes</p> <p>I can describe the key features of the polar regions and compare them to the UK</p> <p>I can compare the climate of the tropics with the UK climate</p> <p>I can explain the position and significance of the Prime Meridian</p> <p>I can explain the position and significance of time zones</p> <p>I can explain what trade is</p> <p>I can explain major trades of different countries</p> <p>I can explain why different countries trade in different things</p> <p>I am beginning to understand what a trade route is and can explain my understanding using some geographical vocabulary</p>	<p>in a European country, and a region within North or South America in the context of</p> <p>comparing the Amazon rainforest and Fox Wood</p> <p>I know how to 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 in the context of:</p> <p>rainforest conservation</p> <p>Year Three Knowledge and Skills</p> <p>I can identify areas of the world containing rainforests with help</p> <p>I can use maps and atlases to locate rainforests</p> <p>I can identify areas of the world containing rainforests with help</p> <p>I can describe the key aspects of a tropical climate</p> <p>I am beginning to understand the features of the layers of a rainforest with support</p> <p>I can describe some of the animals and plants living in the rainforest with help</p> <p>I can compare some of the features of the Amazon rainforest and Fox Wood</p> <p>I can explain the effects humans are having on the rainforests</p> <p>I am beginning to understand the work Fair Trade does with the rainforest</p> <p>I can explain why it is important for people to buy Fair Trade products with support</p> <p>I can explain the four main stages of the water cycle</p> <p>Year Four Knowledge and Skills</p> <p>I can identify areas of the world containing rainforests</p> <p>I can use maps and atlases to locate rainforests and explain their climate in relation to their position on the globe</p> <p>I can identify areas of the world containing rainforests</p> <p>I can describe the key aspects of a tropical climate and compare this to other climates I have studied</p> <p>I can describe and understand the features of the layers of a rainforest</p> <p>I can describe the animals and plants living in the rainforest</p> <p>I can compare the animals and plants of the Amazon rainforest and Fox Wood</p> <p>I can explain the adverse effects humans are having on the rainforests and try to understand</p> <p>I can explain the work Fair Trade does with the rainforest re. deforestation and biodiversity loss</p> <p>I can explain why it is important for people to buy Fair Trade products</p> <p>I can explain the four main stages of the water cycle using the correct geographical vocabulary</p>	<p>I can explain what causes tornadoes and the effects they have</p>
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Year Five and Year Six – Curriculum A

Spring Term – One and Two

Biomes

National Curriculum Coverage

I know how to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of:

biomes around the world

I know how to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of:

biomes around the world

I know how to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography in the context of:

biomes around the world

I know how to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of:

biomes around the world

I know how to 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 in the context of:

biomes around the world

I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of:

biomes around the world

I know how to 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 and the wider world in the context of:

biomes around the world

Year Five Knowledge and Skills

I can locate countries that have a tundra biome on globes and atlases and I am beginning to use four and six-figure grid references with support

I am developing my understanding of environmental regions and the key physical and human characteristics, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes in a tundra biome

I can describe the climate of a tundra biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn with help

I can identify and explain the presence of water, and the form it takes, in a tundra biome with support

I can identify and explain how land is used in different ways in a tundra biome with support

I can explain the goods that are imported and exported in and out of a tundra biome with support

Summer Term – One

What is it Like in London?

National Curriculum Coverage

I know how to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of:

locating London

I know how to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of:

the landscape around London

land use in London

the human geography of London

the human and physical geography of London

comparing aspects of our locale with London

Year Five Knowledge and Skills

I can identify London and locate its major features on a map and I am beginning to use four and six-figure grid references and symbols and keys on an Ordnance Survey map with support

I can compare the physical geography of London with that of my own area and a town I have visited, explaining the differences and similarities of a village, town and city and why these occur with help

I can compare land use in London with that of my own area and a town I have visited, explaining the differences and similarities of a village, town and city and why these occur with help

I can compare the human geography of London with that of my own area and a town I have visited, explaining the differences and similarities of a village, town and city and why these occur with help

I can create a more detailed travel guide for a trip to London using computer technology

I can compare the physical and human features of London with those of the area I live in and a town I have visited, explaining the differences and similarities of a village, town and city and why these occur with help

I can explain why London has a leading position in the global economy with help

Year Six Knowledge and Skills

I can identify London and locate its major features on a map using four and six-figure grid references and symbols and keys on an Ordnance Survey map

I can compare the physical geography of London with that of my own area and a town I have visited, explaining in detail the differences and similarities of a village, town and city and why these occur

I can compare land use in London with that of my own area and a town I have visited, explaining in detail the differences and similarities of a village, town and city and why these occur

I can compare the human geography of London with that of my own area and a town I have visited, explaining in detail the differences and similarities of a village, town and city and why these occur

I can locate countries that have a forest biome on globes and atlases and I am beginning to use four and six-figure grid references with support

I am developing my understanding of environmental regions and the key physical and human characteristics, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes in a forest biome

I can describe the climate of a forest biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn with help

I can identify and explain the presence of water, and the form it takes, in a forest biome with support

I can identify and explain how land is used in different ways in a forest biome with support

I can explain the goods that are imported and exported in and out of a forest biome with support

I can locate countries that have a grassland biome on globes and atlases and I am beginning to use four and six-figure grid references with support

I am developing my understanding of environmental regions and the key physical and human characteristics, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes in a grassland biome

I can describe the climate of a grassland biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn with help

I can identify and explain the presence of water, and the form it takes, in a grassland biome with support

I can identify and explain how land is used in different ways in a grassland biome with support

I can explain the goods that are imported and exported in and out of a grassland biome with support

I can locate countries that have a desert biome on globes and atlases and I am beginning to use four and six-figure grid references with support

I am developing my understanding of environmental regions and the key physical and human characteristics, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes in a desert biome

I can describe the climate of a desert biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn with help

I can identify and explain the presence of water, and the form it takes, in a desert biome with support

I can identify and explain how land is used in different ways in a desert biome with support

I can explain the goods that are imported and exported in and out of a desert biome with support

Year Six Knowledge and Skills

I can locate countries that have a tundra biome on globes and atlases using four and six-figure grid references

I can describe the environmental region and the key physical and human characteristics of a tundra biome, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes

I can describe the climate of a tundra biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn

I can identify and explain the presence of water, and the form it takes, in a tundra biome

I can identify and explain how land is used in different ways in a tundra biome

I can explain the goods that are imported and exported in and out of a tundra biome

I can locate countries that have a forest biome on globes and atlases using four and six-figure grid references

I can describe the environmental region and the key physical and human characteristics of a forest biome, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes

I can describe the climate of a forest biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn

I can create a detailed travel guide for a trip to London using computer technology

I can compare the physical and human features of London with those of the area I live in and a town I have visited, explaining in detail the differences and similarities of a village, town and city and why these occur

I can explain why London has a leading position in the global economy in detail

<p>I can identify and explain the presence of water, and the form it takes, in a forest biome</p> <p>I can identify and explain how land is used in different ways in a forest biome</p> <p>I can explain the goods that are imported and exported in and out of a forest biome</p> <p>I can locate countries that have a grassland biome on globes and atlases using four and six-figure grid references</p> <p>I can describe the environmental region and the key physical and human characteristics of a grassland biome, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>I can describe the climate of a grassland biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</p> <p>I can identify and explain the presence of water, and the form it takes, in a grassland biome</p> <p>I can identify and explain how land is used in different ways in a grassland biome</p> <p>I can explain the goods that are imported and exported in and out of a grassland biome</p> <p>I can locate countries that have a desert biome on globes and atlases using four and six-figure grid references</p> <p>I can describe the environmental region and the key physical and human characteristics of a desert biome, including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>I can describe the climate of a desert biome regarding its position on the globe and its proximity to the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</p> <p>I can identify and explain the presence of water, and the form it takes, in a desert biome</p> <p>I can identify and explain how land is used in different ways in a desert biome</p> <p>I can explain the goods that are imported and exported in and out of a desert biome</p>	
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Year Five and Year Six – Curriculum B

Autumn Term - One	Autumn Term – Two	Summer Term – One
Trade and Economics	Marvellous Maps	Rivers
<p>National Curriculum Coverage</p> <p>I know how to 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 in the context of:</p> <p>UK imports and exports</p> <p>Fair Trade</p> <p>the global supply chain</p> <p>changing trade links</p> <p>I know how to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of:</p> <p>UK imports and exports</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of:</p> <p>UK trade links</p>	<p>National Curriculum Coverage</p> <p>I know how to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas in the context of:</p> <p>developing map skills</p> <p>I know how to name and locate cities of the UK and their identifying human and physical characteristics by using an atlas in the context of:</p> <p>developing map skills</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates in the context of:</p> <p>developing map skills</p> <p>I know how the eight points of a compass, four and six-figure grid references, symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map in the context of:</p> <p>developing map skills</p>	<p>National Curriculum Coverage</p> <p>I know how to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of:</p> <p>the water cycle</p> <p>features of rivers</p> <p>I know how to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time in the context of:</p> <p>rivers</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of:</p>

<p>I know how to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of: exports from El Salvador</p> <p>Year Five Knowledge and Skills</p> <p>I can explain the UK's trade links with other countries with support</p> <p>I can explain the UK's trade links with other countries with support</p> <p>I can use maps to show the UK's trade links with other countries with support</p> <p>I can explain trade links between El Salvador and the UK with support</p> <p>I can explain the importance of Fair Trade with support</p> <p>I can explain the global supply chain with support</p> <p>I can explain how trading has changed through history with support</p> <p>Year Six Knowledge and Skills</p> <p>I can explain in detail the UK's trade links with other countries</p> <p>I can explain in detail the UK's trade links with other countries</p> <p>I can use maps to show the UK's trade links with other countries</p> <p>I can explain in detail trade links between El Salvador and the UK</p> <p>I can explain in detail the importance of Fair Trade</p> <p>I can explain in detail the global supply chain</p> <p>I can explain in detail how trading has changed through history</p>	<p>I know how to use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map in the context of: developing map skills</p> <p>I know how to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places in the context of: developing map skills</p> <p>Year Five Knowledge and Skills</p> <p>I can find countries in Europe and North and South America on a map</p> <p>I can find cities in the UK on a map and identify some of their features</p> <p>I can find information in an atlas using the index and simple co-ordinates</p> <p>I can use a key to describe features on an Ordnance Survey map</p> <p>I can use the eight compass points to describe routes on a map</p> <p>I can use four or six-figure grid references to locate places on a map</p> <p>I can plan a journey using the eight compass points and four or six-figure grid references</p> <p>I can describe how land use has changed over time</p> <p>Year Six Knowledge and Skills</p> <p>I can find countries in Europe and North and South America on a map with increasing speed and accuracy</p> <p>I can find cities in the UK on a map and identify some of their features with increasing speed and accuracy</p> <p>I can find information in an atlas using the index and simple co-ordinates with increasing speed and accuracy</p> <p>I can use an increasing number of key symbols to describe features on an Ordnance Survey map in detail</p> <p>I can use the eight compass points to describe routes on a map with increasing accuracy and detail</p> <p>I can use four or six-figure grid references to locate places on a map with increasing speed and accuracy</p> <p>I can plan a journey using the eight compass points and four or six-figure grid references with increasing accuracy and detail</p> <p>I can describe how land use has changed over time with increasing accuracy and detail</p>	<p>ivers of the world</p> <p>I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of: rivers</p> <p>I know how to 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 in the context of: rivers dams</p> <p>Year Five Knowledge and Skills</p> <p>I can draw a labelled diagram of the water cycle and explain each stage</p> <p>I can locate the key rivers of the UK</p> <p>I can locate the key rivers of the world</p> <p>I can describe the key features of a river system</p> <p>I can use atlases and maps to identify the key features of a river system</p> <p>I can describe the ways rivers are used</p> <p>I can explain the impact of damming rivers</p> <p>I can visit a local river and identify features of a river system</p> <p>I can visit a local river and identify where it is in the water cycle</p> <p>I can visit a local river and identify other stages of the water cycle</p> <p>I can visit a local river and identify ways in which it may be used, or have been used</p> <p>Year Six Knowledge and Skills</p> <p>I can draw an accurate, labelled diagram of the water cycle and explain each stage in detail</p> <p>I can locate the key rivers of the UK with increasing speed and accuracy</p> <p>I can locate the key rivers of the world with increasing speed and accuracy</p> <p>I can describe the key features of a river system in detail, using the correct geographical terminology</p> <p>I can use atlases and maps to identify the key features of a river system with increasing speed and accuracy</p> <p>I can describe the ways rivers are used in detail, using the correct geographical terminology</p> <p>I can explain the impact of damming rivers in detail, using the correct geographical terminology</p> <p>I can visit a local river and identify features of a river system, explaining how I know</p> <p>I can visit a local river and identify where it is in the water cycle, explaining how I know</p>
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<p>I can visit a local river and identify other stages of the water cycle, explaining how I know</p> <p>I can visit a local river and identify ways in which it may be used, or have been used in detail, using the correct geographical terminology</p>
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