

Geographical skills and field knowledge/skills			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

	physical features of its surrounding environment.		
Location knowledge and map skills			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Children know about similarities and differences in relation to places, objects, materials and living things.	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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.</p> <p>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).</p>	<p>Locate main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>

Place Knowledge			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Children talk about the features of their own immediate environment and how environments might vary from one another.	<p>Understand geographical similarities and differences through studying the human and physical geography of a country in the United Kingdom, and of an area in a contrasting non-European country (Africa).</p> <p>Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Kenya, Africa.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a place in the United Kingdom, and a European country.</p> <p>Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain etc</p>	<p>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/South America.</p> <p>Understand geographical similarities and differences through the study of key cities linked with current world issues.</p>
Human and Physical knowledge/skills			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>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 same.</p> <p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle and extreme weather events Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural 	<p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including coasts and rivers and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts. Human geography including trade between UK, Europe and rest of the world.

	Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	resources including energy, food, minerals and water	<ul style="list-style-type: none"> • Fair/unfair distribution of resources (Fairtrade). • Distribution of natural resources including a study of a contrasting country in developing world
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Outline of Geographical Vocabulary progression



EYFS	KSI	KS2
<p>map/maps</p> <p>positional language, e.g. above, below, next to</p> <p>weather (sun, rain, wind, snow etc.)</p> <p>seasons (Autumn, Spring, Summer, Winter)</p> <p>months (January, February, March, April, May, June, July, August, September, October, November, December)</p> <p>environment</p>	<p>By the end of Key Stage 1 Children will be able to use the <u>geography language</u>:</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Compass, North, South, East and West, near, far, left and right</p> <p>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel</p> <p>Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Mediterranean Ocean</p>	<p>By the end of Key Stage 2 Children will be able to use the <u>geography language</u>:</p> <p>climate zones (tropical/temperate/polar)</p> <p>biomes (tundra/shrubland/rainforest/grassland/desert/temperate/savanna) and vegetation belts</p> <p>types of settlement (urban/rural/hamlet/dispersed/scattered/nucleated/town/city/village)</p> <p>mountains (convergent boundary, fold mountains)</p> <p>water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation)</p> <p>volcanoes and earthquakes (Volcano, crust, vent, crater, core, ash, mantle, eruption, ring of fire, lava, magma, active, dormant, extinct,</p>

		<p>divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity)</p> <p>rivers (flood plain, meanders, water-fall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion)</p> <p>land use (housing, recreation, educational, transport, roads, leisure, commercial)</p> <p>economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase)</p> <p>the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)</p>
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Knowledge- Year A		
	Brilliant Britain (Local area study comparison)	Frozen Planet
Key Stage 1	<p>Name and locate countries within the UK and the surrounding seas.</p> <p>Know the capital cities of the countries that make up the UK.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Compare a place in the UK to Wakefield- both human and physical geographical features.</p> <p><u>Key skills:</u> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast,</p>	<p>Name and locate the world's seven continents and five Oceans.</p> <p>Compare the UK with a contrasting country in the world (Antarctica).</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Key skills:</u> Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p>

	forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	
	<p><u>Topic specific vocabulary:</u> United Kingdom England Scotland Wales Northern Ireland London Belfast Cardiff Edinburgh capital city ocean</p>	<p><u>Topic specific vocabulary:</u> World map Continent Ocean Europe Africa Asia Australasia North America South America Antarctica</p>
	Cities (City study- London)	Extreme weather
Lower Key Stage 2	<p>Key landmarks of the city. Population and locations of major cities of the UK and how they compare with London. Transport links that connect London with the rest of the UK and Europe e.g. channel tunnel, major airports, high speed rail links. Transport links within London (bus, rail, tube) and how this compares to Wakefield. The importance of the Thames in the growth of London. <u>Key skills:</u> Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and London.</p>	<p>The difference between weather and climate Tornadoes form when warm, humid air collides with cold, dry air. The impact of tornadoes on people including jobs, housing and economy. Flooding occurs when rivers burst their banks after prolonged or intense rain fall. Many extreme weather events are associated with global warming. Global warming is a long-term change in global climate.</p> <p><u>Key skills:</u> Interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs to understand physical processes.</p>
	<u>Topic specific vocabulary:</u>	<u>Topic specific vocabulary:</u>

	<p>Tourism Transport land use retail leisure housing business</p>	<p>Tsunami Weather front Air pressure Tornado Climate change Global warming Flooding Temperature Economy</p>
	<p>Brazil- city and trade study</p>	<p>Energy- where does it come from?</p>
<p>Upper Key Stage 2</p>	<p>Brazil is the largest country in south America and its capital city is Brasilia. The largest city in Brazil is Sao Paulo. Compare key human and physical aspects of Brazil and UK e.g. climate, topography, landmarks and economy. Brazil is a developing country and some people live in Poverty. Slums in Brazil are called favelas. Brazil exports a number of resources to the UK and wider world e.g. coffee, cocoa. The economic pressure to export goods cheaply and the rationale behind fair trade. <u>Key skills:</u> Use maps, atlases, and digital/computer mapping to locate countries and describe features within the city. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>There are renewable and non-renewable forms of energy Why are there fewer coal-fired power stations in the UK today than 50 years ago? How renewable energy is produced from wind turbines, solar power and tidal turbines The environmental impact of non-renewable energy such as oil and coal The environmental impact of disasters such as oil spills What actions we can take to reduce our energy consumption <u>Key skills:</u> Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings</p>
	<p><u>Topic specific vocabulary:</u> Trade Economy</p>	<p><u>Topic specific vocabulary:</u> Renewable/ non-renewable Sustainable / non-sustainable</p>

	Export Produce Slum Fair trade	Solar power Tidal power Nuclear power Conserve Turbines Carbon-footprint
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Knowledge- Year B		
	England and Kenya (Comparison study)	Oh I do like to be beside the Seaside!
Key Stage 1	<p>Kenya is in Eastern Africa and the capital of Kenya is Nairobi.</p> <p>There are two main languages spoken in Kenya: English and Swahili. However, there are many other languages spoken in different parts of Kenya.</p> <p>The largest lake in the world, Lake Victoria is partly in Kenya. It is also in Tanzania and Uganda.</p> <p>Tea and coffee are important plants grown in Kenya and they also produce many flowers.</p> <p>Large animals such as lions, buffalo, leopards, elephants and rhinoceros are present in Kenya.</p> <p>Unfortunately, Kenya is still a developing country and more than half the population live in poverty.</p> <p>In sport, Kenya is perhaps best known for its middle and long distance runners, with the country frequently producing Olympic champions.</p>	<p>In the United Kingdom no-one lives more than 130Km from the sea. Weymouth was the first seaside resort in Britain and was established more than 200 years ago.</p> <p>The Punch and Judy show became a major attraction at the seaside during the Victorian times.</p> <p>The song 'Oh, I do love to be beside the seaside' was first recorded more than 100 years ago.</p> <p>Most British seaside resorts are famous for their fish and chips which were served in newspapers until the 1980s.</p> <p>Most sandy beaches are well known for children using their bucket and spade to build sandcastles.</p> <p>Coasts have many different features, such as caves, cliffs, mudflats and beaches.</p> <p><u>Key skills:</u></p> <p>Use an atlas/map of the UK to locate key seaside towns and coastlines.</p>

	<p><u>Key skills:</u> Use an atlas/map of the world to locate Kenya. Use an atlas/map to locate landmarks and physical geography.</p>	<p>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.</p>
	<p><u>Topic specific vocabulary:</u> European England Africa Kenya African Wild life Climate Drought Palm tree Ebony Mud huts Mango Government</p>	<p><u>Topic specific vocabulary:</u> Seaside Coast Cliff Rock pool Tide Resort Beach Lifeboat Lighthouse Postcards Island Ocean</p>
	<p>Volcanoes and Earthquakes</p>	<p>The Mediterranean</p>
<p>Lower Key Stage 2</p>	<p>The earth is made up of the crust, mantle and core. The core comprises of two sections; inner core which is solid and the outer core which is liquid. The crust is made up of tectonic plates which move on top of the liquid mantle. When tectonic plates move this causes earthquakes. When molten magma reaches the surface as lava it can form volcanoes. The 'Ring of Fire' is an area of the Pacific Ocean that is shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes. Volcanoes can be active, extinct or dormant.</p>	<p>The Mediterranean is home to some of the most popular destinations in the world for beach holidays thanks to its agreeable climate, fresh food and turquoise sea. Hot dry summers and mild wet winters are key to this warm temperate climate. Being nearly landlocked affects the Mediterranean Sea's properties. Tides are limited by the narrow connection with the Atlantic Ocean. The water is saltier, partly because of evaporation. The Mediterranean has a deep blue colour. The resulting plant life of the Mediterranean biome is mainly scrub, made up of flowering shrubs and some small evergreen trees, such as cork oak.</p>

	<p><u>Key skills:</u> To locate the tectonic plates of the world using an atlas. To explain how volcanoes impact upon different peoples' lives.</p>	<p>The Mediterranean Sea stretches from the Atlantic Ocean and separates Europe from Africa and Asia.</p> <p><u>Key skills:</u> To locate countries in the Mediterranean on a map using an atlas. To explain why the physical characteristics of the Mediterranean make it an appealing holiday destination. To explain why the human features of countries in the Mediterranean make them an appealing holiday destination (study of 2 countries in the Mediterranean).</p>																																				
	<p><u>Topic specific vocabulary:</u></p> <table border="0"> <tr><td>Earthquake</td><td>Core</td></tr> <tr><td>Magnitude</td><td>Mantle</td></tr> <tr><td>Scale</td><td>Crust</td></tr> <tr><td>Intensity</td><td>Earth</td></tr> <tr><td>Seismologist</td><td>Tectonic plates</td></tr> <tr><td>Seismic</td><td>Heat</td></tr> <tr><td>Tremors</td><td>Eruption</td></tr> <tr><td>Tectonic plates</td><td>Pyroclastic flows</td></tr> <tr><td>Aftershock</td><td>Lava</td></tr> <tr><td>Richter scale</td><td>Magma</td></tr> <tr><td>Intensity</td><td>Ash cloud</td></tr> <tr><td>Tourism</td><td>Cone</td></tr> <tr><td>Agriculture</td><td>Rock</td></tr> <tr><td></td><td>Lava flow</td></tr> <tr><td></td><td>Shield</td></tr> <tr><td></td><td>Dome</td></tr> <tr><td></td><td>Composite</td></tr> <tr><td></td><td>Ring of fire</td></tr> </table>	Earthquake	Core	Magnitude	Mantle	Scale	Crust	Intensity	Earth	Seismologist	Tectonic plates	Seismic	Heat	Tremors	Eruption	Tectonic plates	Pyroclastic flows	Aftershock	Lava	Richter scale	Magma	Intensity	Ash cloud	Tourism	Cone	Agriculture	Rock		Lava flow		Shield		Dome		Composite		Ring of fire	<p><u>Topic specific vocabulary:</u></p> <ul style="list-style-type: none"> Continents Mediterranean Climate Temperate Atlantic Ocean Greek Isles Biomes
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Rainforest of the Amazon		Rivers																																				
<p>Upper Key Stage 2</p>	<p>Rainforests are located between the tropic of cancer and the tropic of Capricorn. Rainforests are a hot, humid biome. The climate is</p>	<p>The main processes within the water cycle. Typical physical features found in the upper course of a River.</p>																																				

	<p>characterised by high temperatures and high levels of precipitation.</p> <p>The majority of the world's tropical rainforests are located in Brazil, South America.</p> <p>Rainforests are structured into: emergent layer, canopy, understory and forest floor.</p> <p>Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there.</p> <p>Deforestation is the large-scale removal of trees from the rainforest.</p> <p><u>Key skills:</u></p> <p>To use an atlas to locate the tropic of cancer, Capricorn and Equator.</p> <p>To explain how the latitude and longitude of a country affects its climate.</p> <p>To explain the environmental impact of human intervention within the rainforests.</p>	<p>Typical physical features found in the middle course of a River.</p> <p>Typical physical features found in the lower course of a River.</p> <p>How meanders are formed.</p> <p>How waterfalls are formed.</p> <p>The process of erosion and deposition on river banks.</p> <p>The benefits and advantages of dams.</p> <p>The risks and disadvantages of dams.</p> <p><u>Key skills:</u></p> <p>Use aerial photographs to categorise rivers.</p> <p>Use fieldwork to compare rivers.</p>
	<p><u>Topic specific vocabulary:</u></p> <p>Canopy</p> <p>Emergent layer</p> <p>Understory</p> <p>Deforestation</p> <p>Endangered</p> <p>Indigenous</p> <p>Biomes</p> <p>Temperate</p> <p>Extinction</p> <p>Destruction</p> <p>Biodiversity</p>	<p><u>Topic specific vocabulary:</u></p> <p>Estuary</p> <p>Mouth</p> <p>Source</p> <p>Meander</p> <p>Waterfall</p> <p>Erosion</p> <p>Deposition</p> <p>Tributary</p> <p>Ox bow lake</p> <p>Delta</p> <p>Stream</p>

