

Geography Knowledge Development (red = new vocabulary)

Locational knowledge, Map and atlas skills, Understanding place, Human/Physical knowledge, Fieldwork

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Area of learning	Who am I? Me, Myself and I		What's where in the world? All around the world			Can we go on an adventure? Adventure/Fantasy stories
	Prior knowledge	Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary.		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.			Talk about what they see, using a wide vocabulary.
	New knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explore the natural world around them Describe what they see, hear and feel whilst outside Draw information from a simple map.		Recognise some environments that are different to the one in which they live. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments drawing upon their experiences and what has been read in class.			Draw information from a simple map/ariel photograph. Explore the natural world around them, making observations, drawing pictures of animals and plants.
	Core take away knowledge	Children can: 1. Describe their classroom and school grounds using positional language –		Children can: 1. Explain that we live on planet Earth, which is made up of 7 continents and 5 oceans.			Children can: 1. Use a simple map to locate oceans, land mass, Arctic/Antarctic, equator, GB

		next to, along from, near, under 2. Name features in their environment – tree, hill, grass, flowers, path, habitat, classroom, corridor, hall 3. Follow a simple, pictorial map of the classroom and school.		2. Understand that polar regions (Arctic & Antarctic) are located at North & South and are coldest parts of the planet & locate on a globe. 3. Explain that warm/tropical places are found around the equator, in the hottest places on Earth. 4. Compare Britain, Brazilian Rainforest, Kenya and the Arctic.			2. Use an aerial photograph to describe the location of the school – down from the library, near Mangostfield primary 3. Draw pictures, with increasing detail, of trees/plants/paths seen at Westonbirt 4. Make a simple pictorial map of the school grounds.
	Key vocabulary	Substantive: Winter, Autumn, Spring, Summer, season, hibernate, habitat, community Disciplinary: notice, why, changing, next to, near, under		Substantive: rainforest, canopy, ocean, Arctic, Kenya, Bristol, England, country, continent, Earth, land, map, world, Disciplinary: Same, different, notice, up, down, left, right			Substantive: map, GB, land mass, landscape, Arctic/Antarctic, equator, oceans, Disciplinary: direction, up, down, left, right, forwards, backwards
			Local area study – Emersons Green (urban/rural) CC/PD: Explore the local area / Road safety				Our place in the world – journeys & families around the world CC/PD: visit a rural location/farm/Wales
	Prior knowledge		Draw information from a simple map Describe and explain using basic vocabulary locations – in books and real life				Recognise and explain some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.

	New knowledge		<p>Use appropriate physical & human themed vocabulary</p> <p>Recognise photographs and landmarks of the local area.</p> <p>Know the difference between North and South</p> <p>Know where we live and use a map to locate the UK and its regions</p>	..			<p>Name Europe and at least one other continent - Africa</p> <p>Identify the Pacific and Atlantic Oceans.</p> <p>Name the capital of England</p> <p>Use world maps, atlases and globes to identify the United Kingdom and the countries within.</p> <p>Recognise that life is different in different parts of the UK.</p>
			<p>Children can:</p> <ol style="list-style-type: none"> 1. Recognise landmarks of the local area – Library, EGPS, park, shopping centre, cycle path, Mangotsfield school, ring road. 2. Understand the terms 'Urban' and 'Rural' and compare key differences. 3. Locate the UK and Bristol on a map. 4. Know the difference between North, South, East and West and use it to describe where Bristol is – southern half of England, Scotland is North of Bristol 5. Describe differences between rural and city locations on maps – roads/buildings/busy/fi elds/houses 				<p>Children can:</p> <ol style="list-style-type: none"> 1. Name and locate the Pacific and Atlantic oceans on a map and a globe. 2. Name continents - Europe and Africa 3. Locate the UK on a world map and globe. 4. Name and locate – England, Wales, Scotland and Northern Ireland. 5. Name London as the capital of England & Cardiff as the capital of Wales. 6. Describe World/ European locations commonly visited for summer holidays by their climate (proximity to equator) and distance from Bristol (mode of transport, time taken to reach).

							7. Understand that countries near the equator have warmer climates.
	Key vocabulary		Substantive: UK, England, Wales, Scotland, N. Ireland road, village, town, key, symbols, north, south, urban, rural, local, world, map, country, Library, EGPS, park, shopping centre, cycle path, Mangotsfield school, ring road Disciplinary: map, symbols, question, observe, notice, record,				Substantive: farmland, city, rural, urban, land use, roads, hills, fields, buildings, busy, London, UK, England, Scotland, Wales, Northern Ireland Disciplinary: notice, observe, similar
Year 2	Area of learning	Kenya			Where I live - Bristol		Coasts and seashores
	Prior knowledge	Identify the Pacific and Atlantic Oceans. Recognise that life is different in different parts of the world. List two similarities and two differences. Name Europe and another continent. Use appropriate physical & human themed vocabulary			Use a map to locate the UK and Bristol. Use appropriate physical & human themed vocabulary. Use north, south east and west to describe location on a map		Identify Oceans of the world Identify the United Kingdom and the countries within. Name Europe and another continent.
	New knowledge	Use a wider range of human & physical themed vocabulary to describe places and regions. List similarities and differences between the UK and one non-European other country Begin to suggest reasons for these differences in terms of their physical and human geography. Express preferences about places. Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world			Recognise and describe features of Bristol Carry out a local study and discuss findings - human or physical Use a wider range of human & physical themed vocabulary to describe places and regions. Devise a simple map; use and construct basic		Locate and name the four countries and capitals of the UK. Begin to use maps, atlases and globes to locate places. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

		Locate and name the seven continents and five oceans.		symbols in a key location of features on a map.		Recognise and understand the four points of a compass, and use this language to describe relative positions.
		<p>Children can:</p> <ol style="list-style-type: none"> 1. Name and locate the 7 continents on a world map and globe. 2. Name and locate the 5 oceans on a world map and a globe. 3. Describe climate in Kenya and links to equator. 4. Describe Urban & Rural regions of Kenya – Cities (Nairobi & Mombasa) and national parks (Maasai Mara & Amboseli). 5. Understand which crops are grown on Kenyan farms (Tea, Coffee, Flowers, fruit & vegetables) and how this links to warm climate & rainfall patterns). 6. Understand how tourism in Kenya is linked to wildlife and landscape. 7. Contrast urban and rural Kenya with Urban and Rural South West UK. 8. Understand that 70% (most) people in Kenya live in rural areas. 		<p>Children can:</p> <ol style="list-style-type: none"> 1. Locate Bristol on a map of the UK. 2. Use maps and photographs to name and locate key features of Bristol – River Avon, River Frome, suspension bridge, Bristol Cathedral, Avon Gorge, Bristol Downs, Leigh Woods, ring road, M4/M5, city centre, airport, Royal Portbury dock 3. Identify physical features: Rivers, Gorge; and human features: docks, SS GB, Bridges etc. 4. Make a simple pictorial map of Bristol docks showing suspension bridge, SS Great Britain, River Avon, M Shed. 		<p>Children can:</p> <ol style="list-style-type: none"> 1. Name and locate the four countries and capitals of the UK 2. Name and locate Bristol and Clevedon on UK Map. 3. Recognise and use the four points of the compass to locate regions of the UK. 4. Describe coastal features: beach, cliff, coast, pier, promenade, headland, park, tide. 5. Describe why some features are common near beaches e.g. promenade, pier, park, lido etc. 6. Make a simple pictorial map of Clevedon.

	Key vocabulary	Substantive: 7 continents – Europe, North America, South America, Africa, Asia, Australia, Antarctica population, mountainous, flat Plains, savannah, Kenya, Nairobi, Mombasa, population, Great Rift Valley, city, rural, skyscrapers, dry, hot, mud huts Maasai tribe – Christians, value cattle, Weather – rainy and dry seasons Clothing – bright, heavily embroidered Disciplinary: Compare, contrasting, near, far, distance, aerial view, globe, map, symbols, key,			Substantive: landmark, harbour, address, local, River Avon, River Frome, suspension bridge, Bristol Cathedral, Avon Gorge, Bristol Downs, Leigh Woods, ring road, M4/M5, city centre, airport, Royal Portbury, dock Disciplinary: near, far, distance, left, right, position route, key, map, symbols, aerial view, direction, route, journey, map,		Substantive: compass, North, South, East and West, Equator, climate, UK, England/London, Wales/Cardiff, N. Ireland/Dublin, Scotland/Edinburgh, flooding, beach, coast, pier, promenade, Disciplinary: Locate, find, similarities, differences, notice, compare, near, far, distance world map, country,
Year 3	Area of learning	Mighty Mountains – Brecon Beacons/Alps/Pyrenees	Volcanoes and Earthquakes				
	Prior knowledge	Use a wider range of human & physical themed vocabulary to describe places and regions. Suggest reasons for differences in terms of their physical and human geography. Name and locate regions of the UK	Able to use simple maps and ariel photographs to recognise basic human and physical features. Locate and name the seven continents and five oceans. Begin to recognise how the environment can change over time.				
	New knowledge	Describe and understand key aspects of physical geography including: mountains Collect information through fieldwork, some of which should take place off-site (mountains – Brecon Beacons). https://beaconsfieldstudies.co.uk/	Describe and understand key aspects of physical geography including: volcanoes and earthquakes. Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes).				

		<p>Record an observation in at least two different ways. (graphs and digital data).</p> <p>Name and locate cities, counties and regions of the UK.</p> <p>Name and locate five European countries and five countries in North America.</p>	<p>Correctly use maps, atlases and globes to locate places Mount Etna, Vesuvius and Krakatoa.</p> <p>Use the language of position and direction (eg. compass, north, south, east & west).</p> <p>Begin to have a sense of scale, recognising how much further away some countries are than others</p>				
		<p>Children can:</p> <ol style="list-style-type: none"> 1. Name and locate tallest mountains in the UK: Ben Nevis, Snowdon, Scafell Pike. Locate Beacon Beacons on UK map. 2. Name and locate 5 European countries which contain mountains: France, Switzerland, Italy, Germany, Spain, Austria. 3. Name and locate major mountain ranges –Andes, Himalayas, Rockies, Pyrenees, Alps & Brecon Beacons. 4. Describe the common physical features of mountains and explain how they are formed. 5. Use data and graphs to represent the changes in climate and altitude of mountain ranges. 6. Explain why mountains have their 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Use 4-point compass points to describe location. 2. Explain how countries lie on tectonic plates and that their movement causes earthquakes and volcanoes to erupt. 3. Explain the three types of volcano and what happens inside when they erupt. 4. Name and locate volcanoes on a world map – Mount Etna, Mount Vesuvius, Krakatoa. 5. Discuss why people live in volcanic areas – fertile soil, mining opportunities, animals, and adaptations made to lifestyles. 				

		own climate – high altitude. 7. Compare and contrast Alps and Brecon Beacons: Physical features (Climate, topography) & human features (tourism).					
	Key vocabulary	Substantive: peak, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, Rockies, Himalayas, Pyrenees, Andes, Brecon Beacons, climate, altitude, data, graph, contours, Disciplinary: Observe measure /record Compass points: NW NE SE SW, ordnance survey map, 4 figure grid reference, symbols.	Disciplinary: Effect Substantive: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, natural disaster volcanoes – composite, shield, dome, fertile soil,				
Year 4	Area of learning		Region of UK: Welsh Valleys	Brazil			
	Prior knowledge		<p>Able to use simple maps and ariel photographs to recognise basic human and physical features.</p> <p>Able to use simple compass directions.</p> <p>Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).</p>	<p>Know some basic symbols and key human and physical geography of the UK.</p> <p>Able to use fieldwork to observe and record the human and physical features using a range of methods, including sketch maps, plans, graphs, and digital technologies.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Recognise and understand the four points of a compass</p>			
	New knowledge		Name and locate cities, counties and regions of the UK.	<p>Identify longitude, latitude, the equator and hemispheres</p> <p>Able to use the eight points of a compass</p>			

			<p>Understand and use keys and symbols to read maps including OS maps to increase local area knowledge.</p> <p>Understand geographical similarities through the study of human and physical geography of a region of United Kingdom - Wales</p> <p>Identify reasons why land is used in particular ways and link this to physical features.</p> <p>Complete fieldwork by record an observation in several ways (eg. maps, sketches, graphs, photos and digital data).</p>	<p>Learn 2 figure grid reference, to build their knowledge of the wider world</p> <p>Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.</p> <p>Present data from observations and begin to draw conclusions independently.</p> <p>Understand & describe similarities and differences between one European country and one South American country.</p> <p>Describe different types of land use and settlements</p> <p>Understand interactions between physical and human geography.</p> <p>Describe climate zones and vegetation belts.</p> <p>Name and locate at least six countries in South America – Columbia, Peru, Venezuela, Paraguay, Argentina, Uruguay</p>		
			<p>Children can:</p> <ol style="list-style-type: none"> 1. Name and locate cities major cities of the UK – Birmingham, London, Edinburgh, Liverpool, Newcastle, Manchester, Cardiff, Portsmouth, Glasgow, Belfast. 2. Use OS maps to identify the physical geography features of Blaenavon in Wales – settlements in valley, hill farming & mining. 3. Interpret contours on OS maps. 4. Describe how topography affects land-use & human activity in Welsh 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Name and locate the continent Brazil is in on a world map – longitude/latitude/equator/hemispheres. 2. Name and locate at least six countries in South America – Columbia, Peru, Venezuela, Paraguay, Argentina, Uruguay. 3. Describe locations using 8-point compass. 4. Describe locations using 2 figure map reference. 5. Describe the natural features and landscape of Brazil – Amazon rainforest, pampas grasslands, and wetlands, mostly flat. 6. Explain aspects of Brazilian culture – samba dancing, street food, Portuguese, Roman Catholic, family of huge importance. 7. Explain what tourism is and explain why it is important to Brazil. 8. Compare and Contrast Rio de Janeiro & Bristol (Population, topography, human features, tourism, climate). 		

			Valleys e.g. Transport, Settlement, Industry, Agriculture; and how this has changed over time. 5. Use fieldwork skills to answer the question: <i>How has land use in the Welsh valleys changed over time to include tourism?</i>				
	Key vocabulary		Substantive: coordinates, region, coastal plains, county, feature, valley, mountains, flat, hills, Disciplinary: Scale, sketch, landmark, distance, land use, urban, rural, country, south,	Substantive: grasslands, commercial, residential. tropics, deforestation, evaporation, water cycle, climate zones, hemisphere, condensation, precipitation, cooling, shelter, food Disciplinary: Compare/contrast, significant, climate, urban, rural,			
Year 5	Area of learning		Coasts – visit Weston	Arctic and Antarctic	Scandinavia		
	Prior knowledge		Name and locate cities, counties and regions of the UK. Understand geographical similarities through the study of human and physical geography. Use 4 points of a compass. Correctly use maps, atlases and globes, understanding and use keys and symbols	Identify longitude, latitude, the equator and hemispheres Correctly use maps, atlases and globes, understanding and use keys and symbols Understand interactions between physical and human geography. Describe climate zones and vegetation belts Describe different types of land use and settlements.	Physical geography of UK, Europe, South America. Use the eight points of a compass, 2 figure grid references and some basic symbols. Identify longitude, latitude, the equator and hemispheres.		
	New knowledge		Identify geographical regions of the UK and key topographical features (hills, coastlines rivers etc.)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate	Describe and understand key aspects of: physical geography including: climate zones, biomes.		

			<p>Use the eight points of a compass to describe positions.</p> <p>Use four-figure grid references, symbols and keys to build their knowledge of the United Kingdom coastlines.</p> <p>Describe key features of the coast.</p> <p>Use fieldwork skills of observation, measurement and map skills to answer the question "How are humans trying to protect the coast?"</p>	<p>countries and describe features studied.</p> <p>Locate the polar biomes and describe their key features</p> <p>Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions.</p> <p>Understand the way that physical and human geography are related and change over time</p>	<p>Correctly use a range of maps, atlases and globes to locate, investigate and describe cities and countries.</p> <p>Describe similarities and differences between Scandinavia and the UK</p>		
			<p>Children can:</p> <ol style="list-style-type: none"> 1. Use OS maps, 4 figure grid references and 8 points of a compass to locate key topographical features of the UK – coast, hill, river, cities, lakes, roads, mountains 2. Name and locate major coastlines of the UK on an OS map using 4 figure grid references – Dover, Devon, Cornwall, Pembrokeshire 3. Name natural features of coastlines – islands, bays, headlands, peninsular, caves and stacks 4. Discuss ways in which humans are managing 	<p>Children:</p> <ol style="list-style-type: none"> 1. Can explain why the poles are cold using knowledge of location – equator 2. Can explain that Antarctica is an ice covered continent and that the Arctic is landless – just floating ice. 3. Know that there are months of darkness through the winter and 24 hours of daylight through the summer at the North Pole. 4. Know that the physical features of the polar biomes are tundra and why this is. 5. Know and can explain the effects of global 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Locate Scandinavian region on a world map and globe. 2. Locate and name – Norway, Sweden and Denmark on a map of Scandinavia. 3. Describe the physical features of Scandinavia – glaciers, fjords, mountains, lakes and waterfalls. 4. Describe types of biomes – tropical rainforest, temperate forest, desert, grassland, savannah, tundra and which are present in Scandinavia. 5. Compare the physical features of 		

			coastlines – gabions, groynes, revetments 5. Plan and carryout a fieldwork study at Weston <i>“How are humans trying to protect the coast?”</i>	warming on the Polar Regions.	Scandinavia and Brecon Beacons.		
	Key vocabulary		Substantive: Fieldwork, headlands, peninsular, stacks, caves, bays, erosion and deposition, gabions, groynes, revetments, islands, coast, hill, river, cities, lakes, roads, mountains Disciplinary: Evidence, witness, coordinates, Ordnance Survey , 8 points of a compass, 4 figure grid reference	Substantive: latitude, longitude, Arctic and Antarctic, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, tourists Disciplinary: Features, development, Evidence, witness,	Substantive: legend, borders, human features, tropical rainforest, temperate forest, glaciers, fjords, relief, physical features, tundra, settlement, mountains, lakes and waterfalls, desert, grassland, savannah, Disciplinary: Features, development, atlas, globe,		
Year 6	Area of learning	Natural resources in the Rainforest		Water systems	Mombasa		
	Prior knowledge	Human geography – settlements and land use Physical geography – rivers, mountains Map reading Use the eight points of a compass, four-figure grid references, symbols and key. Present data from observations and begin to draw conclusions independently. Identify geographical regions of the UK and key topographical features (hills, rivers etc.)		Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions. Record an observation in several ways (eg. maps, sketches, graphs, photos and digital data). Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries.	Describe climate in Kenya and links to equator. Describe Urban & Rural regions of Kenya – Cities (Nairobi & Mombasa) and national parks (Maasai Mara & Amboseli). Understand which crops are grown on Kenyan farms (Tea, Coffee, Flowers, fruit & vegetables) and how this links to warm climate & rainfall patterns). Understand how tourism in Kenya is linked to wildlife and landscape.		

					<p>Contrast urban and rural Kenya with Urban and Rural South West UK.</p> <p>Understand that 70% (most) people in Kenya live in rural areas.</p>		
	New knowledge	<p>Describe the key aspects of economic activity and trade links - the Amazon Rainforest</p> <p>Discuss the impact of trade on life in a particular area - Fairtrade</p> <p>Describe the distribution of natural resources and the effect this has on lives.</p> <p>Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.</p> <p>Expand map skills to include non-UK countries- - use 6 figure grid references with teaching of latitude and longitude in depth.</p>		<p>Describe the water cycle using appropriate vocab.</p> <p>Recognise why the water cycle is vital for life on Earth.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, water use, water conservation.</p> <p>Identify different water bodies and explain the differences between them</p>	<p>Describe land use, economic activity including trade links in Mombasa.</p> <p>Describe similarities and differences of modern Mombasa with Bristol: Port city, economic activity, tourism.</p>		
		<p>Children can:</p> <ol style="list-style-type: none"> 1. Explain the location of the Amazon Rainforest, its vegetation belt and the implications for food production and trade. 2. Explain the climate and precipitation effects on the rainforest and the 		<p>Children can:</p> <ol style="list-style-type: none"> 1. Identify and locate different water bodies on Earth – oceans rivers, bays, gulfs and glaciers 2. Explain the water cycle and understand its importance to the planet. 3. Discuss water usage and the importance of 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Locate Mombasa on map of Africa/ Kenya. 2. Identify and describe land use in Mombasa from aerial photographs and maps. 		

		<p>effects on what is grown.</p> <p>3. Discuss the over use of natural resources, deforestation within the rainforest.</p> <p>4. Describe sustainable development of the Rainforest – replanting, biodiversity, sustainable tourism and Fairtrade.</p> <p>5. Explain the purpose and benefits of the Fairtrade alliance.</p> <p>Comparing logging/agriculture/energy generation</p>		<p>water conservation here in the UK.</p> <p>4. Discuss water use and conservation in Kenya, a water shortage location.</p> <p>5. Compare and contrast precipitation and climate of Wales, Brazil, Norway, Kenya.</p>	<p>3. Explain, economic activity within Mombasa e.g. industry, services and tourism.</p> <p>4. Describe the modern and traditional features of Mombasa e.g., tourism, leisure, architecture.</p> <p>5. Describe similarities and differences of modern Mombasa with Bristol: Port city, economic activity, tourism.</p>		
	Key vocabulary	<p>Substantive: origin, import, export, trade, efficiency, conservation, biodiversity, sustainable tourism, latitude, longitude, Tropics, climate, economic, social, environmental, pollution, replanting</p> <p>Disciplinary: resources, services, tourism, positive, negative</p>		<p>Substantive: Condensation, conservation, dam, freshwater, hydropower infiltration, water treatment, renewable, gulfs, glaciers, saltwater, evaporation, precipitation, sustainable, transportation, water cycle, evaporation, oceans rivers, bays,</p> <p>Disciplinary:</p>	<p>Substantive: sustainable tourism, latitude, longitude, trade, resources, architecture, settlement, goods, conservation, tourism, social impact, environmental impact,</p> <p>Disciplinary: Climate, land use, ariel view,</p>		