

Geography Long Term Plans

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	I live in Hull	History	History	I live in the UK which is part of the World	African Adventure (World Focus)
Focus Day: All about me – I live in Hull		Focus Day: Out and About in Hull		Focus Day: Geographical fieldwork skills Day	
Talk about the day-to-day weather and some of the features of the seasons in their locality Identify seasonal and daily weather patterns in the United Kingdom.					

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	London – Our Capital City Focus: How did the landscape change because of the Great Fire?	History	History	Why do we like to be beside the Seaside? (Hull to Withernsea and Australia focus and comparison) Buy geography pack from GA to support	
Focus Day: Where do I live? – visit docks		Focus Day: The UK Focus: countries and Seas	Focus Day: Amazing Explorers Focus: oceans and continents / Antarctica	Focus Day: Geographical fieldwork skills Day	
keeping a weekly weather chart based on first-hand observations using picture symbols, ongoing through the year build up of knowledge					

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	The UK	History	History	History	Similarities and different between living in Britain and Italy
Focus Day: Hull		Focus Day: Rivers		Focus Day: Geographically skills Day	

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	European Landmarks	History	History	History	The Mediterranean for holidays
Focus Day: Hull		Focus Day: Earthquakes and Volcanoes		Focus Day: Geographically skills Day	

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Biomes	History	History	History	North America
Focus Day: Hull		Focus Day: Fairtrade		Focus Day: Geographically skills Day	

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Climate Change	History	History	History	South America
Focus Day: Hull		Focus Day: Immigration to the UK		Focus Day: Geographically skills Day	

Geography Curriculum Journey



Progression

Geographical Skills Journey



EYFS

EYFS

F1

- Use all their senses in hands-on exploration
- Talk about what they see, using a wide vocabulary.

F2:

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

Year 1

Year 1

- Use a simple picture map to move around the school
- Recognise that it is about a place.
- Use relative vocabulary (e.g. bigger/smaller, like/dislike)
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
- Picture maps and globes
- Follow directions (Up, down, left/right, forwards/backwards)
- Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.
- Locate some features of the school grounds on a base map.

Year 2

Year 2

- Follow a route on a map.
- Use an infant atlas to locate places.
- Locate and name on UK map major features e.g. London, River

Year 4

- Locate places on large scale maps. (e.g. Find UK or India on globe)
- Follow a route on a large-scale map.
- Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
- Use large and medium scale OS maps.
- Use junior atlases.
- Use map sites on internet.
- Identify features on aerial/oblique photographs.
- Use 4 compass points well.
- Begin to use 8 compass points.
- Use letter/no. co-ordinates to locate features on a map confidently.

- Begin to recognise symbols on an OS map.
- Make a map of a short route experienced, with features in correct order.
- Make a simple scale drawing.
- Draw a sketch map from a high view point.

Year 5

- Compare maps with aerial photographs.

EYFS and Key Stage 1

Statements from the [National Curriculum](#) and [EYFS programme of study](#) broken down into year group progression:

		EYFS	Year 1	Year 2	
Geographical Knowledge	Locational Knowledge	EYFS -Programme of Study Understanding the World (children will be learning to...) F1: overview <ul style="list-style-type: none"> Use all their senses in hands- on exploration Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the difference between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	name and locate the world's seven continents and five oceans		NC statement
			<ul style="list-style-type: none"> Recognise and name some continents and oceans on a globe or atlas. 	<ul style="list-style-type: none"> Name and locate the seven continents and five oceans on a globe or atlas. 	Progression
			name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		NC statement
			<ul style="list-style-type: none"> Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. 	Progression
	Place Knowledge	F2: overview <ul style="list-style-type: none"> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are difference from the one in which they live. 	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		NC statement
			<ul style="list-style-type: none"> Know about the local area and name key landmarks Make observations about, and describe, the local area and the nearest local green space. Describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. 	<ul style="list-style-type: none"> Know about the local area, and name and locate key landmarks. Make observations about, and describe, the local area and its physical and human geography. Describe the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place. 	Progression
Geographical Understanding	Human and Physical Geography	ELG: People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in 	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		NC statement
			<ul style="list-style-type: none"> Talk about the day-to-day weather and some of the features of the seasons in their locality. Show awareness that the weather may vary in different parts of the UK and in different parts of the world. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. 	Progression
			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 □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		NC statement

Geographical Skill		other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<ul style="list-style-type: none">• Talk about a natural environment, naming its features using some key vocabulary.• Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	<ul style="list-style-type: none">• Recognise a natural environment and describe it using key vocabulary.• Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	Progression
		ELG: The Natural World <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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		
	Geographical Skills and Fieldwork	<ul style="list-style-type: none">• Use a simple picture map to move around the school• Recognise that it is about a place.• Use relative vocabulary (e.g. bigger/smaller, like/dislike)• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.• Picture maps and globes	<ul style="list-style-type: none">• Follow a route on a map.• Use an infant atlas to locate places.• Locate and name on UK map major features e.g. London, River Thames, home location, seas.• Find land/sea on globe.• Use teacher drawn base maps.• Use large scale OS maps.	Progression	
		use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map			NC statement
		<ul style="list-style-type: none">• Follow directions (Up, down, left/right, forwards/backwards)	<ul style="list-style-type: none">• Follow directions (as yr 1 and inc'. NSEW)	Progression	
		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			NC statement
		<ul style="list-style-type: none">• Use aerial photos to identify features of a locality.• Draw picture maps of imaginary places and from stories.• Use own symbols on imaginary map.• Draw around objects to make a plan.	<ul style="list-style-type: none">• Use aerial photos to identify physical and human features of a locality.• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)• Begin to understand the need for a key.• Use class agreed symbols to make a simple key.	Progression	
		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			NC statement
		<ul style="list-style-type: none">• Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.• Locate some features of the school grounds on a base map.	<ul style="list-style-type: none">• Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.• Locate features of the school grounds on a base map.	Progression	

Key Stage 2

Statements from the [National Curriculum](#) broken down into year group progression:

		Year 3	Year 4	Year 5	Year 6	
Geographical Knowledge	Locational Knowledge	NC	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			
		Progression	<ul style="list-style-type: none">locate countries in Europe on a map or atlas.describe some European cities using an atlas.describe some key physical and human characteristics of Europe	<ul style="list-style-type: none">locate some countries in Europe a map or atlas.Relate continent, country, region, city.describe some key physical and human characteristics of Europe	<ul style="list-style-type: none">locate some major cities and countries North and South America on physical and political maps.describe some key physical and human characteristics of Europe and North and South America.Identify states in North America using a map	<ul style="list-style-type: none">Locate cities, countries and regions of Europe and North and South America on physical and political maps.Describe key physical and human characteristics and environmental regions of Europe and North and South America.
		NC	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			

			Year 3	Year 4	Year 5	Year 6
		Progression	<ul style="list-style-type: none"> Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Locate the UK's major urban areas; locate some physical environments in the UK. (E.g. British rivers.) Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Locate and describe some human and physical characteristics of the UK. (E.g. locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. 			
		NC	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)			
		Progression	<ul style="list-style-type: none"> Know the difference between the Southern and Northern hemispheres 	<ul style="list-style-type: none"> Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. 	<ul style="list-style-type: none"> Use a globe and map to identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. 	<ul style="list-style-type: none"> locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.

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			Year 3	Year 4	Year 5	Year 6
	Place Knowledge	NC	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			
		Progression	<ul style="list-style-type: none"> understand the basic physical and human geography of the UK (focus England) and its contrasting human and physical environments. recognise that some regions are different from others. recognise that there are physical and human differences within countries and continents. show awareness of the physical and human characteristics of a European country (Focus Italy) 	<ul style="list-style-type: none"> understand the basic physical and human geography of Europe and its contrasting human and physical explain why some regions are different from others. describe and compare similarities and differences between some regions in Europe 	<ul style="list-style-type: none"> understand the physical and human geography of a region in North and its contrasting human and physical environments. recognise that some regions are different from others. recognise that there are physical and human differences within countries and continents. 	<ul style="list-style-type: none"> Understand how a region has changed and how it is different from another region understand the physical and human geography of a region in South America and its contrasting human and physical environments, climate, and economic activity.

			Year 3	Year 4	Year 5	Year 6
Geographical Understanding	Human and Physical Geography	NC statement	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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			
		Progression	<ul style="list-style-type: none"> describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. Understand how food production is influenced by climate. recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Know that most rivers' source are in a mountain Know that rivers end up entering the sea and this is called the estuary Know the names of and can locate many of the UK's longest rivers Know that most of the world's main cities are situated close to a river Label a diagram of the water cycle using appropriate vocabulary and describe the sequence 	<ul style="list-style-type: none"> Know what tectonic plates are Know how mountains are formed Know and locate the most well-known mountains in the UK and the world Know what causes an earthquake Label an earthquake using appropriate vocabulary and describe what happens when it occurs. Know what causes a volcano Label a volcano using appropriate vocabulary and describe what happens when it erupts. 	<ul style="list-style-type: none"> Know what biomes are and name the different types Know key locations of the 5 main biomes Explain the main features of the different biomes Know how people have adapted to live in different biomes List the main differences between a two different biomes Know how different countries trade with each other Know why Brexit was important to all of us Understand what people mean by Fairtrade Know which countries suffer if there is not a culture of Fairtrade Know what is meant by sustainability, global citizenship and ethical codes 	<ul style="list-style-type: none"> Know what industry is and why it is important Know what is meant by climate change Know why climate change is such an urgent issue Understand why people get passionate about climate change Know why climate change has such a big impact on the world's poorest countries Know why many people from the West Indies emigrated to Britain the 1950s Know why so many people from India and Pakistan emigrated to Britain Know about the impact of immigration on Britain's industry Known why Brexit was such an important event in Britain Know what is meant by the European Union

		Year 3	Year 4	Year 5	Year 6	
Geographical Skill	Geographical Skills and Fieldwork	NC statement	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
		Progression	• Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering) • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. •	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map. • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs. •	• Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) • Use index and contents page within atlases. • Use medium scale land ranger OS maps.	• Follow a short route on an OS map. • Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Use a scale to measure distances. • Confidently use an atlas. • Recognise world map as a flattened globe. •
		NC statement	• 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			
		Progression	• Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. • Know why a key is needed. • Use standard symbols. •	• Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently. • Know why a key is needed. • Begin to recognise symbols on an OS map. •	• Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use/recognise OS map symbols; • Use atlas symbols.
		NC statement	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.			

		<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Use OS maps.
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Suggested task progression in field work studies

Year 1

- Use a simple picture map to move around the school
- Recognise that it is about a place.
- Use relative vocabulary (e.g. bigger/smaller, like/dislike)
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
- Picture maps and globes
- Follow directions (Up, down, left/right, forwards/backwards)
- Assist in keeping a weekly weather chart based on first-hand observations using picture symbols.
- Locate some features of the school grounds on a base map.

Year 2

- Follow a route on a map.
- Use a plan view.
- Use an infant atlas to locate places.
- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Find land/sea on globe.
- Use teacher drawn base maps.
- Use large scale OS maps.
- Use an infant atlas
- Follow directions (as yr 1 and inc'. NSEW)
- Use aerial photos to identify physical and human features of a locality.
- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.
- Look down on objects to make a plan view map.
- Keep a weekly weather chart based on first-hand observations using picture symbols and present this data.
- Locate features of the school grounds on a base map.

Year 3

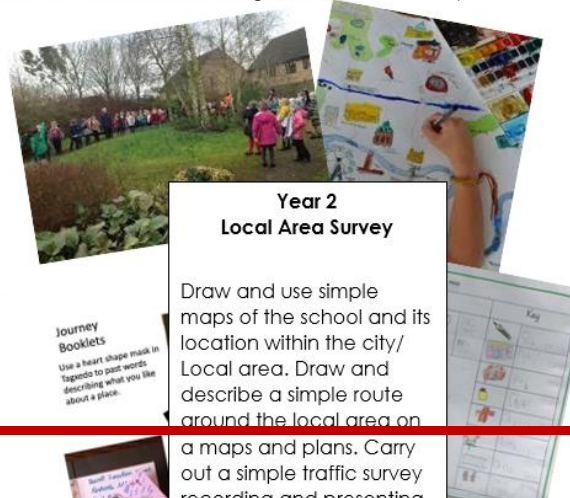
- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
- Use large scale OS maps.
- Begin to use map sites on internet.
- Begin to use junior atlases.
- Begin to identify features on aerial/oblique photographs.
- Use 4 compass points to follow/give directions:
- Use letter/no. co-ordinates to locate features on a map.
- Know why a key is needed.
- Use standard symbols.
- Try to make a map of a short route experienced, with features in correct order;
- Try to make a simple scale drawing.
- Begin to draw a sketch map from a high view point.



Year 1 School Grounds

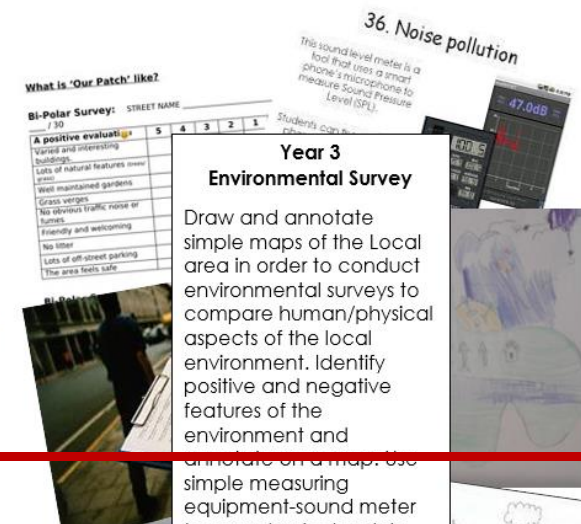
Draw and use simple maps of the school and its grounds. Survey places they like/dislike and mark on the map using simple symbols.

Draw a sensory map identifying features they would see, hear, smell & feel around the school



Year 2 Local Area Survey

Draw and use simple maps of the school and its location within the city/ Local area. Draw and describe a simple route around the local area on a maps and plans. Carry out a simple traffic survey recording and presenting



Year 3 Environmental Survey

Draw and annotate simple maps of the Local area in order to conduct environmental surveys to compare human/physical aspects of the local environment. Identify positive and negative features of the environment and

Year 4

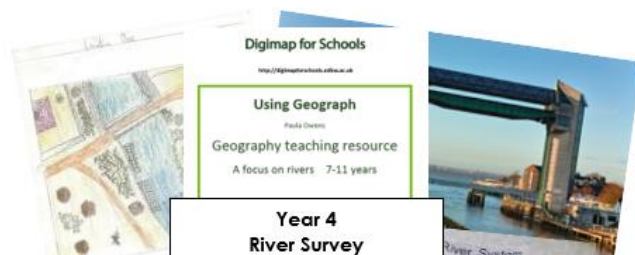
- Locate places on large scale maps, (e.g. Find UK or India on globe)
- Follow a route on a large scale map.
- Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
- Use large and medium scale OS maps.
- Use junior atlases.
- Use map sites on internet.
- Identify features on aerial/oblique photographs.
- Use 4 compass points well:
- □Begin to use 8 compass points;
- Use letter/no. co-ordinates to locate features on a map confidently.
- Know why a key is needed.
- Begin to recognise symbols on an OS map.
- Make a map of a short route experienced, with features in correct order;
- Make a simple scale drawing.
- Draw a sketch map from a high view point.

Year 5

- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
- Measure straight line distance on a plan.
- Find/recognise places on maps of different scales. (E.g. river Nile.)
- Use index and contents page within atlases.
- Use medium scale land ranger OS maps.
- Use 8 compass points;
- Begin to use 4 figure co-ordinates to locate features on a map.
- Draw a sketch map using symbols and a key;
- Use/recognise OS map symbols.
- Begin to draw a variety of thematic maps based on their own data □
- Draw a plan view map with some accuracy.

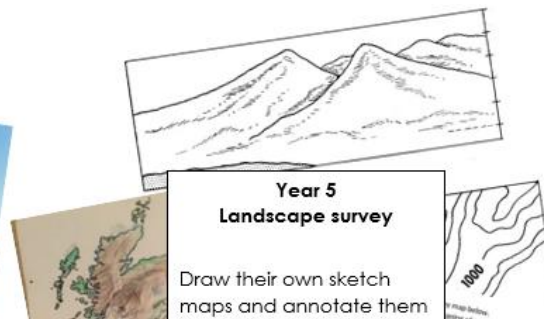
Year 6

- Follow a short route on an OS map.
- Describe features shown on OS map.
- Locate places on a world map.
- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
- Use a scale to measure distances.
- Confidently use an atlas.
- Recognise world map as a flattened globe.
- Use 8 compass points confidently and accurately;
- Use 4 figure co-ordinates confidently to locate features on a map.
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
- Use/recognise OS map symbols;
- Use atlas symbols.
- Draw a variety of thematic maps based on their own data.
- Begin to draw plans of increasing complexity.
- Draw/use maps and plans at a range of scales.
- Draw a plan view map accurately.
- Use OS maps.



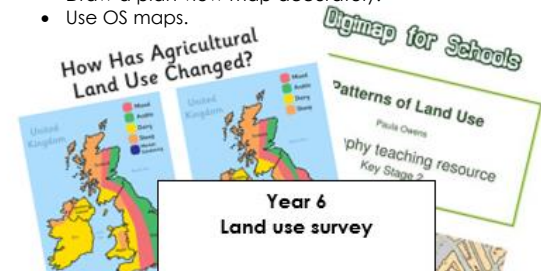
Year 4 River Survey

Draw and use simple maps of the local area to show physical and human features.



Year 5 Landscape survey

Draw their own sketch maps and annotate them to show physical and human features of a location. Take their own



Year 6 Land use survey

Use observational skills to record land use in Hull. Present findings in

Progression of vocabulary from EYFS to Y6

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	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
EYFS	BuildingTown farm road park path people	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons	Map local place globe	Village city shop land house motorway language world water pond	Directional language L, R, near, next to, behind Compass N, E, S, W

	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
KS1	As above plus... key human features: city, town, village, factory, farm, house, office, port, harbour shop Capital city country	As above plus... key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather Marine	As above plus... 7 continents and 5 oceans: Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian 4 countries and capital cities of the United Kingdom and its surrounding seas: England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel	As above plus... Environment recycle Compass Compass points: East North South, West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European Words linked to the local area	Scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,

	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
Lower KS2	As above plus... Urban region Europe Country County Economy Trade Energy	As above plus... Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle Alps Geology Minerals and rock types e.g Chalk, Slate, Granite, Sandstone Biomes/ Vegetation belts e.g. Tundra., Coniferous & Deciduous, Forest, Mediterranean, Mountainous, Desert	As above plus... Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks European country and capital city names (Differentiate the number for challenge according to ability)	As above plus... globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time. Words linked to the local area	Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial GIS - Geographical Information systems

	Human features	Physical features	Specific content Geographical map skills and fieldwork	Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
Upper KS2	As above plus... Trade Deforestation Derelict Economy	As above plus... Tributary confluence meander ox bow estuary mouth source biomes climate zones	As above plus... GIS - Geographical Information systems Analysis of data and statistics Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences North, Central and South American country and capital city names (Differentiate the number for challenge according to ability)	As above plus... spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems Words linked to the local area	Relief Digital mapping

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