

RECEPTION	Content	Geographical Skills	Vocabulary	
		Understanding the World		
	<p>People and Communities 30-50 Months Shows interest in different occupations and ways of life.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>40-60 Months Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World 30-50 Months</p> <p>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Develop an understanding of growth, decay and changes over time.</p> <p>Show care and concern for living things and the Environment.</p> <p>40-60 Months Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>People and Communities 30 – 50 months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. -Who are my family and where do I live? -How do I keep myself safe? -What is Diwali? -Remembrance Day -Our homes -Traditional Christmas story -New Year’s Resolutions -Jobs and Hobbies -Easter -Valentine’s Day -Now I am big -What is Eid? -Father’s Day -Bonfire Night Recognises and describes special times or events for family or friends. -What is Diwali? -Remembrance Day -Traditional Christmas story -New Year’s Resolutions -Jobs and Hobbies -Easter -Valentine’s Day -What is Eid? -Father’s Day -Chinese New year Shows interest in different occupations and ways of life. - Jobs and Hobbies Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. -Who are my family and where do I live? -What is Diwali? -Now I am big -What is Eid? -Easter -Chinese New year 40 – 60 months Enjoys joining in with family customs and routines. - Who are my family and where do I live? ELG Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions. -Who are my family and where do I live? -What is Diwali? -What is Eid? -Easter -Chinese New year</p>	<p>The World 30 – 50 months Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. -Who are my family and where do I live? -How do I keep myself safe? -Wintry Worlds -Hibernating animals and their habitats -Let’s plant our own fruit -From farm to fork Talk about some of the things they have observed, such as plants, animals, natural and found objects. -Wintry Worlds -What is the season of Autumn? -Hibernating animals and their habitats -Let’s plant our own fruit -From farm to fork -What is the life cycle of a frog? -What are minibeasts? -Now I am big -Amazing animals Talk about why things happen and how things work. -Bonfire Night -Let’s plant our own fruit -From farm to fork -Valentine’s Day -Now I am big -Amazing animals Develop an understanding of growth, decay and changes over time. -Who are my family and where do I live? -What is the season of Autumn? -Hibernating animals and their habitats -Let’s plant our own fruit -From farm to fork -What are minibeasts? Show care and concern for living things and the Environment. -Hibernating animals and their habitats -What are minibeasts? 40 – 60 months Look closely at similarities, differences, patterns and change. -Traditional Christmas story -Wintry Worlds -Hibernating animals and their habitats -Let’s plant our own fruit -From farm to fork ELG Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. -Who are my family and where do I live? -Wintry Worlds -Hibernating animals and their habitats</p>	

	Content	Geographical Skills			Vocabulary
		Geographical Enquiry - Finding out by asking and answering questions.	Physical Geography - natural	Human Geography - manufactured	
YEAR ONE	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans (+Explorers) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Explorers + Holidays) 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 (Holidays) 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 (Holidays + Explorers) 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 (Holidays) use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Holidays) 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 (Holidays) 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 (Holidays) 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 (Holidays) 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. (Holidays) 	<ol style="list-style-type: none"> Can I get better at finding out about features of my locality and saying what I like and don't like? Can I get better at using different sources to answer questions? (E.g. books, internet, atlases) Can I get better at using sources to answer questions about a locality? Can I get better at thinking of useful questions to ask about the weather? Can I get better at answering questions about the weather? Can I get better at keeping a weather chart? (Challenge) Can I get better at using weather charts to ask and answer questions about the weather? (Challenge) Can I get better at using sources to make predictions about what the weather may be like later in the day or tomorrow? 	<ol style="list-style-type: none"> Can I get better at remembering my address? Can I get better at explaining the main features of a hot and cold place? Can I get better at describing a locality using words and pictures? Can I get better at explaining how the weather changes with each season? Can I get better at naming key features of a town or village? (E.g. church, farm) (Challenge) Can I get better at naming key features of a town or village? (E.g. detached house, terrace house) 	<ol style="list-style-type: none"> Can I get better at explaining ways in which we adapt for changes in weather? (e.g. the different clothes we wear) Can I get better at explaining how people adapt to living in hot and cold places? (e.g. clothes) (Challenge) Can I get better at finding out about different jobs and trades in my local area? 	<p>beach, cliff, coast, forest, sea, ocean, mountain, season and weather</p> <p>city, town, village, harbour and shop, port, house, office, church, farm, detached, semi-detached, terraced</p>

Covered in books

Covered practically in class

Will be covered once changes are made

	Content	Geographical Skills			Vocabulary
		Geographical Enquiry - Finding out by asking and answering questions.	Physical Geography - natural	Human Geography - manufactured	
YEAR TWO	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans (Dressing Up) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Transport + Where We 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 (Where We Live) 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 (Dressing Up) 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 (Throughout) use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Throughout) 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 (Dressing Up + Where We Live) 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 (Where We Live) 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 (Where We Live) 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. (Where We Live) 	<ol style="list-style-type: none"> Can I get better using some geographical words to label diagrams or photographs? Can I get better at using different sources of evidence to find out about a locality? Can I get better at finding out about a locality by asking some good questions to someone else? Can I get better at saying what I like and don't like about my locality and another localities like the seaside? (Challenge) Can I get better at using a weather chart to find out information? (Challenge) Can I get better at making plausible predictions about what the weather may be like in different parts of the world? 	<ol style="list-style-type: none"> Can I get better at describing some physical features of my own locality? Can I get better at explaining what makes a locality special? Can I get better at using geographical words to describe a place outside Europe? Can I get better at describing some of the features associated with an island? Can I get better at describing the key features of a place? (E.g. by using words like, beach, coast forest, hill, mountain, ocean, valley) (Challenge) Can I get better at using a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ol style="list-style-type: none"> Can I get better at recognising how people make an area better? Can I get better recognising if some people spoil an area? Can I get better at recognising the facilities that a town or village might need? (Challenge) Can I get better at explaining how the weather affects different people? 	<p>beach, coast forest, hill, mountain, ocean, valley, map, photographs, film, plan, weather, season, weather, cliff, sea, river, soil, vegetation, factory, farm, town, village, house, office, port, harbour and shop</p>

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	Content	Geographical Skills			Vocabulary
		Geographical Enquiry - Finding out by asking and answering questions.	Physical Geography - natural	Human Geography - manufactured	
YEAR THREE	<ul style="list-style-type: none"> 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 (Mayans + All Around The World) 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 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) (All Around The World) 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 in North or South America (All Around The World) describe and understand key aspects of: <ul style="list-style-type: none"> 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 (All Around The World) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (All Around The World) use the 8 points of a compass, 4- and 6-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 (Mayans) 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 	<ol style="list-style-type: none"> Can I get better at describing a place and the things that happen there using the correct geographical words? Can I get better at using a map to identify key features of a locality? Can I get better at using a 4 figure grid references? Can I get better at accurately plotting NSEW on a map? Can I get better at using some basic OS map symbols? Can I get better at measuring distances within 100km accurately? 	<ol style="list-style-type: none"> Can I get better at using contents and indexes when working with maps and atlases? Can I get better at confidently describing physical features in a locality? Can I get better at using a compass and recognise the 8 points of the compass? (N,NW, W, S, SW, SE, E, NE) (Challenge) Can I get better at explaining why a locality has certain physical features? Can I acquire a basic understanding of how the Earth's crust is split into separate sections called 'plates'? 	<ol style="list-style-type: none"> Can I get better at describing human features in a locality? Can I get better at explaining why a locality has certain human features? Can I get better at explaining why a place is like it is? Can I get better at explaining how the lives of people in other places are different from my own? 	<p>Countries, cities, maps, atlases, globes, locate, Northern Hemisphere, Southern Hemisphere, Equator,</p>

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YEAR FOUR	Content	Geographical Enquiry - Finding out by asking and answering questions.	Physical Geography – natural (some overlap with human geography)	Human Geography - manufactured	Vocabulary
	<ul style="list-style-type: none"> 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 (Rainforests) 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 (Romans) 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) (Rainforests) 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 in North or South America (Rainforests) describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Rainforest + Romans) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources (make clearer) including energy, food, minerals and water (Romans + Rainforests) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Rainforests) use the 8 points of a compass, 4- and 6-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 (Rainforests) 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 (Possible field trip?) 	<ol style="list-style-type: none"> Can I get better at carrying out a survey to discover features of cities and villages? Can I get better at finding the same place on a globe and in an atlas? Can I get better at labelling the same features on an aerial photograph as on a map? (Challenge) Can I get better at measuring the distance between 2 given places in the UK? (E.g. using maps) 	<ol style="list-style-type: none"> Can I get better at describing the main features of a village? Can I get better at describing the features of a well-known city? (Covered in Y6) Can I get better at describing the main physical differences between cities and villages? (covered in Y5) Can I get better at representing different physical features on a map using appropriate symbols? Can I get better at describing how volcanoes are created? Can I get better at describing how earthquakes are created? (Y5) (Challenge) Can I get better at explaining how a locality has changed over time with reference to physical features? 	<ol style="list-style-type: none"> Can I get better at explaining why people may choose to live in a village rather than a city? Can I get better at explaining how a locality has changed over time with reference to human features? Can I get better at recognising different views about an environmental issue and explain my own view? Can I get better at suggesting different ways that a locality could be changed and improved? Can I get better at describing how volcanoes have an impact on people's life? (Challenge) Can I get better at explaining how people are trying to manage their environment? 	<p>Volcano, earthquake, equator, arctic, arctic circle, region, hills, mountains, coasts, rivers, biome and vegetation belts water cycle</p>

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		Geographical Enquiry - Finding out by asking and answering questions.	Physical Geography - natural	Human Geography - manufactured	
YEAR FIVE	<ul style="list-style-type: none"> 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 (Through The Ages) 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 (Settlements) 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) (Settlements) 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 in North or South America (Myths and Legends) describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Moving People) 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 (Through the Ages) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Settlements) use the 8 points of a compass, 4- and 6-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 (Settlements) 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. 	<ol style="list-style-type: none"> Can I get better at collecting information about a place and use it in a report? Can I get better at mapping land use? Can I get better at finding possible answers to my own geographical questions? Can I get better at making detailed sketches and plans; improving my accuracy later? Can I get better at taking account of distance and time to plan a journey to a place in another part of the world? (Challenge) Can I get better at explaining what a place (open to environmental and physical change) might be like in the future taking account of physical features? (DT) 	<ol style="list-style-type: none"> Can I get better at explaining why many cities of the world are situated by rivers? (Y6) Can I get better at explaining how a location fits into its wider geographical location; with reference to physical features? Can I get better at explaining how the water cycle works? (Y4) Can I get better at explaining why water is such a valuable commodity? Also in Y4: Can I get better at describing how volcanoes are created? Can I get better at describing how earthquakes are created? (Challenge) Can I get better at reporting ways in which humans have both improved and damaged the environment? 	<ol style="list-style-type: none"> Can I get better at explaining why people are attracted to live by rivers? (Y6) Can I get better at using human and economical features to explain how a location fits into its wider geographical location? Can I get better at explaining what a place might be like in the future, taking account of issues impacting on human features? (Challenge) Can I begin to recognise the climate of a given country according to its location on the map? 	<p>latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones, Ordnance Survey, compass, energy, food, minerals, water, hills, mountains, coasts, rivers, mapping, topographical, volcanoes and earthquakes</p>

Covered in books

Covered practically in class

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YEAR SIX	Content	Geographical Skills			Vocabulary
		Geographical Enquiry - Finding out by asking/ answering questions.	Physical Geography - natural	Human Geography - manufactured	
	<ul style="list-style-type: none"> 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 (Vacation) 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 (Vacations + Luddites) 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) (Vacations) 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 in North or South America (Christmas Truce) + Asia (Shang Dynasty) describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Vacations) 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 (Luddites + Vacations) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Vacations) use the 8 points of a compass, 4- and 6-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 (Vacations) 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. (lakeside + Halifax field trip) 	<ol style="list-style-type: none"> Can I get better at using maps with a range of scales? Can I get better at confidently explaining scale? Can I get better at choosing the best way to collect information needed and decide the most appropriate units of measure? Can I get better at making careful measurements and using the data? Can I get better at using OS maps to answer questions? Can I get better at using maps, aerial photos, plans and web resources to describe what a locality might be like? (Challenge) Can I get better at defining geographical questions to guide my research? (Challenge) Can I get better at using a range of self-selected resources to answer questions? 	<ol style="list-style-type: none"> Can I get better at giving extended descriptions of the physical features of different places around the world? Can I get better at describing how some places are similar and others are different in relation to their human features? Can I get better at accurately use a 4 figure grid reference? Can I get better at creating sketch maps when carrying out a field study? (Challenge) Can I get better at planning a journey to another part of the world which takes account of time zones? (Challenge) Can I get better at understanding and using the term sustainable development? Can I use it in different contexts? (Y5) 	<ol style="list-style-type: none"> Can I get better at giving an extended description of the human features of different places around the world? Can I get better at mapping land use with my own criteria? Can I get better at describing how some places are similar and others are different in relation to their physical features? (Challenge) Can I get better at naming and locating the main canals that link different continents? (Challenge) Can I get better at naming the main lines of latitude and meridian of longitude? 	<p>Europe latitude, longitude, the Tropics of Cancer and Capricorn, North and South America, characteristic s, key topographica l features, land-use patterns, compass, Ordnance Survey</p>