Geography skills, knowledge, vocabulary R-Y6 Long term Plan

Our Geography rationale

The Geography curriculum is developed to gain an understanding of how pupils fit into the wider world. For this reason different year groups have different focuses to build locational knowledge throughout their time within the school. At St Mark's we are driven to make many cross-curricular links between subjects to broaden children's understanding. This is often through science topics and using high quality literacy texts that facilitate learning and deepen understanding of Geography topics. For example, in Year 3 we teach 'Rainforest' in the summer term because we teach the science topic 'Plants' and our literacy text 'The Great Kapok tree' ties in all of the children's understanding through covering the human Geography of deforestation and its consequences and exporting links as well as gaining further understanding of the Amazon rainforest. We believe that this enables us to enhance the children's understanding and allow them to make relevant cross- curricular links between what is being taught.

Progression of skills and knowledge

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Map and fieldwork skills	Understanding the World: Explore the natural world around them. Identify the things in their immediate local area (e.g school grounds) that come from nature (physical features) and are made by humans (human features) Describe what they see, hear and feel whilst outside. Identify the features of an area (what they can see and hear) and use this to draw a conclusion e.g. whether a location is busy or quiet	Use maps (including digital) and atlases to locate countries of the UK and their capital cities and its surrounding seas use aerial photos / maps to recognise features of an area (e.g. coast, harbour hill mountain cliff) Use an aerial photo of the school to identify human and physical features Compare an aerial photo (e.g. of the local area or school) with a plan / map Construct a simple map of an area of the school / route using a key (e.g. colours) to show simple physical (trees) human (building) features Use simple locational language - near, far, left , right to describe features on a map and to plan routes using a map. Use simple compass directions like North, South, East and West to describe features on a map and to plan routes using a map.	Revisit the four compass points (Y1) -Construct a simple map of an area from a photo using a key with symbols (e.g. triangle)) to show simple physical & human features including landmarks -Use language near and far left and right to support positioning of places on a map -use aerial photos / maps to recognise landmarks within a given area -Fieldwork study: What services / shops does Swanage have to offer?	Draw a sketch map that includes compass points and OS symbols Use the key on an OS map to identify key human and physical features of an area -Understand that topographic maps . relief maps or maps with contour lines can be used to help identify the height of the landscape (e.g.cliff, hilly / mountainous regions) -Use 8 points of a compass Identify the scale on an OS map to help identify the size of human and physical features Locating features with a 4 figure grid reference Draw a sketch map that includes compass points and OS symbols -Use digital software e.g. google earth / digi map to show an area at different scales (zoom out, in) to support in the identification of humans and physical features -Gain an understanding of scale of place by making comparisons of sizes of different counties	-Use maps to develop an understanding / draw conclusions about the location studied. Identify: -position of country in relation to the equator and the tropics. -use latitude lines to identify climate zones: polar, tropical, mediterranean and temperate -Use digital software (e.g. google earth / digi map) to build an awareness of scale (compare size of countries to each other)	-Use maps to develop an understanding / draw conclusions about the location studied. Identify: -environmental regions / biomes of a place: desert, tundra, forest -where a location sits on tectonic plate lines and what this tells us about the likelihood of earthquakes / volcanoes -Use contour lines to identify mountainous regions -Know that the closer the contour lines are together the steeper the landscape Understand that lines of longitude relate to the world's timezones	Use atlases to find out data to about places. Use this to draw conclusions and comparisons between them Use different types of maps (e.g. climate maps, relief maps) interpret their keys and use this to draw conclusions about the areas studied Use aerial images and digimaps (Google Earth) and draw conclusions about different human and physical features and how these are linked. Collect data about the local area and present this as a graph. Locating features with a 6 figure grid reference Use 8 points of a compass Orient themselves on a map and use it to follow a route Use different scales to measure distances

Geography skills, knowledge, vocabulary R-Y6 Long term Plan

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Locational knowledge (including using maps to locate the place)	UTW: -Draw information from a simple map -Know a map shows a place -Know positional language near, far, next to -Know where we live and what our immediate surrounding are. - Know that our school is in Swanage -Know that we live in England -Know that Swanage is a town -Compare climate in Antarctica and Africa -Find Antarctica and Africa on a map (globe)	-The United Kingdom is made up of 4 countries: England, Ireland (Northern), Scotland, Wales -The countries all have their own capital cities: London, Belfast, Edinburgh and Cardiff -To know the UK is surrounded by the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean -To know that hotter areas of the world are closer to the equator and that colder areas are closer to the poles. -The equator is an imaginary line that runs through the world (globe) -Countries that are close to the equator are hotter, the further away from the equator countries are, the colder they are. -That the North and South poles are far away from the equator and therefore cold **To locate the Arctic/Arctic circle and Antarctic/Antarctic circle on a globe** To know that Kerala is on the south coast in India Know that Kerala has lots of farm land	Using a map of Dorset to locate Poole / Studland / Swanage / Jurassic Coast Use a map of the world / globe to locate 7 continents and 5 oceans Identify hot and cold regions of the world linked to the north and south pole and the equator Identify key landmarks in London using a map eg the houses of parliament, the Thames, the London Eye. Identify key landmarks in Australia using a map	Identify the continent the place sits within, locate the country within the north/south hemisphere and location in relation to the equator. Use this to draw conclusions e.g. climate Identify key physical features (rivers, mountains) and in relation to tropics of cancer and Capricorn To be able to identify England, Ireland, Scotland and Wales on the map. To be able to identify the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean using a UK map. Locate mountain range Pennines in England Know that Ben Nevis in Scotland and that Scotland is north of England To be able to identify the four capital cities of the UK on a map. To **know that latitude tells us how far from the Equator a place is** **To be able to find the Tropics of Cancer and Capricorn, on a globe**	Identify the continent the place sits within, locate the country within the north/south hemisphere and location in relation to the equator. Use this to draw conclusions e.g. climate To be able to identify the continent that Dorset sits within. To be able to locate bordering countries to the UK To be able to locate the UK within the north/south hemisphere and in relation to the equator. To be able to locate Germany on the map and locate its bordering countries To be able to locate Rudesheim using a map To be able to locate Dorset/Swanage/Dorchester on the map	**To be able to find the North and South Hemispheres on a globe** **To locate Russia on a map of Europe** **To identify countries that border Russia** **To** find Murmansk **and Moscow** on a map of Russia **To know that lines of longitude are imaginary lines running north and south.** **To locate the Sahara on a globe and world map**	Introduce Prime/Greenwich Meridian and time zones when looking at maps, globes and atlases **To be able to find the Greenwich Meridian on a globe** **To know the Greenwich meridian runs through London** To f**ind Mexico and Brazil on world map and globe** **To locate America** and Canada **on world map and globe** **To locate** Guatemala, Honduras, Belize and El Salvador on a map of Central America **To find Rio di Janeiro, Manaus, Sao Paulo and Brasilia on a map of Brazil** **To find the Amazon on a map of S. America (Links to y3 Amazon)** **Locate the broad area of the Ring of Fire on a globe (Revisit)** To find Argentina, Chile, Peru, Colombia, Ecuador, Venezuela, Chile, Paraguay on map of South America
Continents Studied		Asia (India) Antarctica	Australia	South America Europe (UK)	Asia (Japan) Europe (Germany)	Americas & Russia	Africa

Geography skills, knowledge, vocabulary R-Y6 Long term Plan

Place knowledge	UTW: Recognise some similarities and differences between life in this country and life in other countries. -Know the weather in Swanage (and so in England) can be rainy, hot, windy etc. Sometimes it can snow but less likely near the coast. -is generally cold in the winter, sometimes with snow Recognise that the weather in hot and cold countries are different to where we live in Swanage. -Know that the weather in Africa is different to the UK (because it is near the equator): -there are generally 2 seasons, hot and rainy - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Explain some similarities and differences between life in this country and life in other countries, for example looking at the types of houses in the plains in Africa compared with homes in England. **Know that Swanage has houses, shops, farms** **Know that Swanage has a beach and is near the seaside** **Know that tourists like to come to visit Swanage**	Know where the equator is and find the North and South poles on the globe. -That the UK has 4 seasons: Autumn (warm getting colder), Spring (milder some rain), Summer (generally warm), Winter (generally cold) Know where the equator is and find the North and South poles on the globe. Know where Kerala is; know that it is in Asia	**Know England, Scotland, Wales and Northern Ireland are the 4 countries in the United Kingdom.** **Know England's capital city is London** **Know that London has a big river** (the Thames). Australia has a big river called the Murray river Know Sydney has sandy beaches near the city and a big natural harbour, like Poole **Know that London, Sydney and Poole are ports** **Know that Sydney/ Canberra and London are both cities** **Know that Australia is a continent and an island** **Know that Australia is located in the south pacific ocean** **Know that the capital of Australia is Canberra** **Know there are 7 continents: Africa,** Antarctica, Asia, Australia, **Europe, North America, and South America** **Know there are 5 oceans: Atlantic, Pacific**, Indian, Arctic, Southern	**To know the Nile and Amazon are longest rivers in the world** **To know the Nile flows through many countries including Egypt** **To know the largest tropical rainforest is the Amazon** **To know that Manaus is the largest city in the Amazon** **To know some wet woodland near the UK west coast is temperate rainforest, eg in Devon and Cornwall** **To be able to locate the Amazon on a map of South America** **To be able to locate the broad area of the Ring of Fire on a globe**	**To understand that rivers are often important trade routes, especially in the past- link to Ancient Egypt (y3) and the river Nile.** To know that wine is a popular trade for the people of Rudesheim and the river plays a crucial role in it's exportation. **To know the Stour flows from Stourhead to the sea at Hengistbury Head** **Know River Severn and River Thames are longest rivers in UK** **Compare river lengths between the River Rhine in Germany (Runs through Rudesheim) and the River Stour (which runs through Dorset).** **Know that Dorchester had a larger population than Swanage** **Know that Dorchester is a historic market town.** **Know that Dorchester is situated on the banks of the River Frome** **Swanage is a coastal town situated to the east of Dorchester**	To be able to draw conclusions between human features and population size between Russia and the UK **To know the capital of city of Russia is Moscow** To know the Sahara covers many countries (including Egypt – Y3) **To know the largest deserts are Antarctic, Arctic and Sahara** **To know that Russia is located close to the Americas 55 miles away from Alaska (misconception that Russia is further away- use a globe to reinforce)**	To know the capital of Mexico is Mexico City, and the capital of Brazil is Brasilia. To understand countries decide their own time zones and some big countries like Brazil have several zones, eg France in December is GMT-1, Manaus is GMT +4 all year. **To know that that Canada, America (US), Mexico, Peru, Chile and Japan are all countries with parts in the 'Ring of fire'** To know Washington is the capital of America To know that Chile is prone to earthquakes ⅓ of all Earthquakes with a magnitude above 8.5 were in Chile
Human and physical geography	UTW: Understand the effect of changing seasons on the natural world around them. Understand similarities and differences between the UK and cold places (e.g. Antarctica) during winter months	**-To identify some of the human and physical features associated with each of the countries in the UK** e.g. Ben Nevis in Scotland, pennines in England **To recognise key features of Poole and Swanage on a map** (harbour, port, cliff, beach, sea) **To identify the key physical features of: Forest, hill, mountain, river, soil, valley, vegetation using a simple map.**	**To identify key physical features of coastline in Australia:** beach, cliff, coast, sea, ocean, harbour, port **To Identify the key human features of London** and Canberra: city, factory, shop, tourist attractions	To identify land use, natural resources, trade links, economic activity, exports and imports, (Rainforests- focus in fruit being exported and deforestation) I can describe and understand key aspects of mountains, volcanoes and Earthquakes **To know that tectonic plates constantly move (though very slowly)**	To be able to identify land use, natural resources, trade links, economic activity (Trade links between the market town Dorchester and tourist town of Swanage) To describe and understand key aspects of rivers (sources, channels, tributaries & mouths) To be able to describe the water cycle (Evaporation, condensation, precipitation & collection)	To draw conclusions between physical geography and availability of resources and population size / migration (Dorset and Murmansk) To describe and understand key aspects of climate zones and how these climates correspond with vegetation belts	Identify land use, natural resources, trade links, economic activity, making comparisons between North America and South America To consider that the push and pull factors of a place may include: imports, exports, employment, climate, natural resources and key human and physical features (Americas).

Geography skills, knowledge, vocabulary R-Y6 Long term Plan

	Understand that summer is hotter and winter is colder Understand that the winter has more snow and you need to dress warmly Understand that the summer is hotter and that you need to stay safe in the sun Understand that homes look different around the world eg rural African countries (Handa's surprise) and cities such as Lagos in Nigeria. Understand that children travel to school in different ways and people eat different types of food in the world.	**To identify the key human features: Town, city, village, factory, farm house, office, shop using a simple map** To know a harbour is a place ships can travel into, to reach the land To know a port is where ships stop to load and unload To know a factory is where things are made To understand that tourists travel to the coast for their holidays To know a town has many houses, and offices and shops Know a city is usually bigger than a town Know that in Kerala lots of families farm coconuts *(Kerala means 'the land of the coconut tree)*	To know that British seas have many different uses eg diving, fishing and oil rigs (fuel). **To know that ships are able to access London using the river Thames but shops coming into Poole use the harbour.** **Understand simple patterns eg why London has much more traffic than Swanage and has a bigger population.** **Understand that London, Canberra and Swanage all make money from having lots of tourists visit.**	**To understand that where tectonic plates touch there are often earthquakes and volcanoes** To apply knowledge to identify some cities that might have big earthquakes (The ring of fire). **To understand a tropical rainforest is a hot, moist biome in the tropical zone where it rains almost every day** **To know biomes are areas with similar climates, soil quality, animals and plants** **To understand a temperate rainforest is a cooler forest in the temperate zone that gets heavy rainfall** **To** understand a temperate rainforest is usually near the sea because air from the sea is full of moisture **To understand forests are essential to life on earth because they absorb carbon dioxide** **To understand that a tropical rainforest has dense vegetation in 3 layers all growing up to try to get sunlight** **To understand that tropical rainforest provides shelter for a huge range of animals and** give examples drawing on idea of animal suited to environment (science Y2) **To understand that the Amazon and its animals are under threat because of deforestation** **To understand that deforestation is happening because people want to use the rainforest's natural resources (mining, logging, farming)** **To understand Manaus is the largest city in the Amazon, but is also a port because of the river** **To k**now Manaus exports food (Brazil nuts), forest products, chemicals and petroleum	**To know the water cycle is the continuous journey of water** **To understand that the water moves from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes** **To show an understanding of how coast and river have changed over time in UK** **To understand how human pollution can affect rivers and the sea** I can understand the physical characteristics of the river Stour, the use of flood plains and land use. **To understand that nearly three quarters of the Earth's surface is covered by water.** To know that most of the water on Earth is sea water but we need fresh water which isn't salty. The easiest place to get fresh water is on the surface of the land such as rivers. **To know that If the water cycle stopped the rivers we depend on would be empty.** **To know economic activity covers the ways a region makes money (Eg wine in Rudesheim)** **To know trade is buying and selling goods** **To know a trade route is the route the goods travel** **To compare key human features between Dorset (Wareham) and Hesse (Rudesheim).**	**To know a climate is a description of how wet, hot or windy an area is** **To know there are 3 major climate zones - polar, tropical and temperate** **To understand a desert is a biome with very little rain so little grows eg Cairo less than 2cm a year, Murmansk in Russia - only about 23cm a year** **To know a desert can be hot like the Sahara or cold like the Arctic** **To know the tropical zone lies between the Tropics** **To know the polar zones are within or close to the Arctic and Antarctic circles** **To understand that at the equator day and night are always exactly 12 hours** **To understand that the further from the equator the more day length varies** **To Know the Greenwich meridian is used as a find the continents on a World Map** **To know that Greenwich meridian is a reference point for clock time** **To know GMT means Greenwich Mean Time and is the time the UK uses in winter.** **Understand that in summer the UK uses British Summer time which is GMT +1** **To understand that human activity can lead to Desertification** **To know Murmansk in Russia is the only city in the Arctic Circle** **To understand that economic activity in Murmansk is mostly mining minerals and fishing, not**	Draw conclusions between physical geography and availability of resources and population size / migration between south and north America **To know that the earth's rocky outer layer is called the crust** **To know that tectonic plates are pieces of the crust** **To know that deep inside the earth the rock is liquid and very hot** **To understand that if the molten rock (magma) breaks through the crust it makes a volcano** To understand that the main parts of a volcano include the magma chamber, conduits, vents, craters and slopes **To know that tectonic plates constantly move** To know that natural resources are materials produced by the environment that humans use and give examples To u**nderstand that rich countries sometimes pay too little for goods and why they can** **To understand the idea of fairtrade - links to Africa topic**

Geography skills, knowledge, vocabulary R-Y6 Long term Plan

				To know that a mountain is larger than a hill, usually at least 300m tall **To know that a mountain range is a group of mountains joined or close together** To **know it is colder on mountains higher up than lower down** **To now mountains are usually made of harder rocks** (link with Y3 science - rocks)		**farming as in Dorset, and suggest why this is (climate)**	
Vocab	Farm, forest, city, town, village, house, shop, mountain, river, planting, soil, season, weather, beach, cliff, coast, sea, ocean, port, harbour, compare, difference, tourist, north pole, south pole	coast, North pole, South pole, harbour, port, vegetation, map, cliffs, equator, temperature, tourist	capital cities, mountain range, United Kingdom, continents, ocean, London, Australia, Canberra, tourism,	Crust, mantle, outer core, inner core, tectonic plates, vent, lava, conduit, magma chamber, active, dormant, extinct, tsunami, earthquake. Tornado, seismograph, Richter scale, climate, equator. The united kingdom, Country, County , Capital city, City, Village, Town, Rural, Irish sea, English channel, North sea, Atlantic ocean , Hill , Mountain, river, atlas, topographical. Canopy, Rainforest, Tropical, Climate, Habitat, organism, Endangered, species, Environment, Extinct, Forest, undergrowth, Deforestation, Habitat, Conservation, Ecosystem, Temperature , thermometer, Humid, Evergreen, Soil erosion, emergent.	Condensation, confluence, drought, erosion, estuary, evaporation, floodplain, meander, Mouth, reservoir, tributary, Water cycle, Water vapour. aerial photograph, amenities, coastal resort, contour lines, grid reference, Human features, map key, Physical features, Rhein, Scale, twin town	Prime Meridian, Co-ordinate, south pole, north pole, southern hemisphere, northern hemisphere, equator, latitude, longitude, time zone, desertification, erosion.	Biomes, continent, climate, flora, fauna, country, equator, classification, southern hemisphere, northern hemisphere, equator, latitude, longitude, time zone, vegetation belt, tectonic plates, vent, lava, conduit, magma chamber, active, dormant, extinct, earthquake, seismograph, Richter scale