



Tarvin Primary School

Geography Progression of Knowledge and Skills



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Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical Geographer will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	LKS2	UKS2
This is what our Geographers can do....	<p>Locational Knowledge Children can describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Place Knowledge Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Human and Physical Geography Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Geographical skills and fieldwork Draw information from a simple map. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>	<p>Locational knowledge Children will be able to name and locate the world's seven continents and five oceans. As well as naming, locating, and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge 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.</p> <p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork 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 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 Children will 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 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.</p>	<p>Locational knowledge 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) Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom with a region in a North or South American country. Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle. Then children can also describe elements of human geography, including types of settlement and land use. Geographical skills and fieldwork Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locational Knowledge Children can 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. 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) Place Knowledge 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 Human and Physical Geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Then children can also describe elements of 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 Geographical skills and fieldwork. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Year Group	EYFS	KS1 Our Local Area	LKS2	UKS2 Changes to our Local Environment
Local Geography				
<u>Knowledge</u>		<p>To know what I see on the way to school. To know what is near and far To know the furthest that I have travelled. To construct a plan of a familiar area in school. To use a map of the local area to get around. To add items to a map of the local area. To know where the nearest open space is and locate this on an aerial photo. To can recall the journey and put landmarks in sequence. To recreate a journey on a map using symbols.</p>		<p>To know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland. To name and locate some key topographical features of the UK. To understand where I live within the UK. To know the key changes that occurred in East London for the 2012 Olympic and Paralympic Games. To understand that people hold differing views about change in their region. To explain some ways in which development can be sustainable. To know that the Second World War changed the West Midlands region. To explain how the West Midlands changed following the Second World War. To know that change is happening in my local area and to describe these changes. To understand that there will be continual change in my local area. To use a range of sources to identify change. To use appropriate geographical vocabulary to describe change. To understand how my local area might change in the future.</p>
<u>Skills</u>		<ul style="list-style-type: none"> • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/ rarely • learn about maps, map-making and symbols. 		<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • 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.
<u>Key vocabulary</u>		Seasons, Northern Hemisphere, marshland, rainfall, park, newsagent, high street, homes, structures, churches, cathedrals, forest, woodland, man-made, farm		Past, present, future, local, regional, national, evolution, development, construction, historical, previous, past, structure, locally, structure
<u>Key indicators</u>		<ul style="list-style-type: none"> • know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features) • talk about a natural environment, naming its features using some key vocabulary • locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple 		<ul style="list-style-type: none"> • describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland • name and locate some key topographical features of the UK • locate where they live within the UK • describe changes that have happened in their local area • share their hopes for the future of the area

		base map using everyday directions and locational language prompted by their journey stick).		
Locational-based Studies		KS1	LKS2 The Americas	UKS2 South America- The Amazon The Alpine Regions
<u>Knowledge</u>			<p>To locate the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth.</p> <p>To find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver.</p> <p>To locate and name cities that are N, NE, E, SE, S, SW, W and NW of Cuiabá, Brazil.</p> <p>To record the names of the cities, and the country each is in.</p> <p>To find, and record (some) countries, states, and cities in North and South America and to discover something about these countries, states and cities.</p> <p>To identify some similarities and differences between North and South American cities.</p> <p>To name some of the major environmental regions of North and South America and describe their physical characteristics.</p> <p>To interpret a physical geography map/satellite image and to recognise where Route 66 is, and some of the cities it passes/passed through.</p>	<p>South America-The Amazon</p> <p>To know the nine countries that the Amazon region spans.</p> <p>To know that that 'The Amazon' may refer to a river, a river basin or a rainforest region.</p> <p>To locate the Amazon basin and Amazon River on a map of South America.</p> <p>To know that the Amazon has a wet and a dry season.</p> <p>To describe how the climate in the Amazon is different to the climate in the UK.</p> <p>To know that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest.</p> <p>To know the key human and physical features of Manaus.</p> <p>To describe some of the ways in which Manaus differs from the U.K.</p> <p>To know how to research a distant city.</p> <p>To know that communities can change over time.</p> <p>To explain 'shifting cultivation'.</p> <p>To know that there are differing communities, both urban and rural in the Amazon basin.</p> <p>To know why the Amazon is important.</p> <p>To explain some of the reasons why deforestation is occurring in the Amazon.</p> <p>To know how the Amazon is being protected and can suggest what else might be done to protect it.</p> <p>To communicate my geographical ideas in an animation.</p> <p>To explain how to help to protect the Amazon rainforest. To explain the value of the Amazon rainforest.</p> <p>The Alpine Regions</p> <p>To know the seven continents of the world.</p> <p>To use photographs to identify features of a region.</p> <p>To know how to use physical and political maps to locate places and regions.</p> <p>To know that the Alps were formed over a long period of time, millions of years ago.</p> <p>To explain the process by which fold mountains forms.</p> <p>To understand that fold mountains occur when two tectonic plates meet.</p> <p>To know that houses are usually built to suit the local climate and availability of resources.</p> <p>To understand how traditional Alpine houses are designed to suit their locality.</p> <p>To explain the climate pattern of the Alps.</p> <p>To know the main industries in the Alps.</p> <p>explain the advantages and disadvantages of tourism in the Alps.</p> <p>To understand the importance of sustainable development in the Alps</p> <p>To know what an avalanche is, and how they are caused.</p>

				<p>To explain how avalanches effect the landscape. To explain some of the steps that humans take to protect themselves from the dangers of avalanches. To select appropriate geographical information for a specific purpose. To share my knowledge about a European region in a format that is useful to tourists. To understand how the Alpine region is unique and special.</p>
<u>Skills</u>		•	<ul style="list-style-type: none"> • To enhance locational and place knowledge • focus on North and South America, concentrating on the environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass. 	<p>South America To develop their use of geographical knowledge, understanding and skills to enhance locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied</p> <p>The Alpine Regions •To use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • Extend knowledge and understanding beyond the local area to include Europe, including location specific</p>
<u>Key vocabulary</u>		•	<p>North America, South America, Continent, Equator, Pacific, Atlantic, Northern Hemisphere, Southern Hemisphere, Oceans, Beaches, Mountains, Rainforest, Latitude, Longitude, Climate, Rainfall, precipitation</p>	<p>South America South America, Continent, Equator, Pacific, Atlantic, Southern Hemisphere, Northern Hemisphere, mountains, monuments, rainfall, rainforest, precipitation, elevation, language, climate, latitude, longitude</p> <p>The Alpine Regions Weather, climate, temperature, mountains, elevations, snow, county, city, country, continent, physical, altitude, environment, forest, mountain range, natural, peak, physical features</p>
<u>Key indicators</u>		•	<ul style="list-style-type: none"> • use a map to identify countries in North and South America • use eight compass points to locate cities in North and South America • name some North and South American cities • use geographical language to describe some North and South American cities from photographs • name some regions in North and South America • follow a route (Route 66) on a map. 	<p>South America • use an atlas, map or globe to locate the Amazon rainforest and Amazon River • explain some of the ways in which the Amazon rainforest is valuable • correctly use some of the key vocabulary • understand how they can play a role in preserving the environment • name at least one animal that lives in the Amazon and describe how it has adapted to its habitat.</p> <p>The Alpine Regions • use physical and political maps to locate places and regions • learn that the Alps were formed over a long period of time, millions of years ago • understand that the Alpine region is unique • select geographical information for a specific purpose • know and share information about a European region that may be useful to tourists.</p>

World Geography		KS1 Animals and their habitats Our Wonderful World People and their communities	LKS2 Our World Coasts	UKS2 Protecting the Environment Our World in the Future
<u>Knowledge</u>		<p>Animals and their habitats To understand what a continent is, and can locate one. To imagine life as a penguin in Antarctica. To describe the specific landscape of the Antarctic penguin. To understand what a continent is, and can locate one. To say the sorts of landscapes that are found in this continent, and why these are suitable for pandas. To describe the specific landscape of the Asian panda. To know where Oceania is. To explain what is under the sea. To say where the whale shark migrates to. To describe an African rural landscape. To can give reasons why animals travel huge distances. To can explain the continents and landscapes that a swallow passes over in its yearly migration To describe some detail of the physical geography of a non-European country..</p> <p>Our Wonderful World To understand what human and physical geographical elements there are in my local area and the UK. To compare and contrast different locations using place knowledge. To know where the high places are in the world. To know what the world’s highest mountain is called. To know which animals live there, and how they survive. To know what a river is and how it is different to a desert. To name some of the world’s major rivers. To know what these rivers are like (place knowledge). To name an ‘ancient’ and old-world wonder. To locate the ‘modern’ world wonders. Compare the ancient world wonders with those built in the last hundred years. To know three major world cities: Hong Kong, San Francisco and Lagos. To know that what I would see there. To know where the wonders of the human and physical world are. To know the difference between the world wonders, and To compare them. To explain and present what I have learned about the world wonders.</p> <p>People and their communities To know which country of the UK I live in and say where my home area is (e.g. Northern England, the Highlands of Scotland etc.)</p>	<p>Our World To know that the world is a sphere. To understand differences between globes and maps. To locate the Equator, and know the names of continents and oceans. To know and understand my address, and appreciate that each line of it ‘zooms out’ to a new scale. To understand how day and night are caused as the Earth rotates on its axis. To locate lines of longitude. To locate and name the Greenwich/Prime Meridian To know why the IDL is located in the Pacific Ocean.</p> <p>Coasts To locate some coastal places on a map of the UK. To use geographical vocabulary to describe the coast To locate South West England on a map of the UK. To locate and name the counties of Cornwall, Devon, Dorset and Somerset. To name (some of) the effects of the sea and tide. To use the appropriate geographical vocabulary to describe coastal features. To distinguish between ‘hard’ and ‘soft’ coasts (‘rocky’ and ‘sandy’ To name some localities around the coast of the UK, and the activities that occur in them. To show my knowledge and understanding of aspects of the geography of coasts in my Big Finish presentation.</p>	<p>Protecting the Environment To know that there are threats to the health of our planet. To can explain several threats to wildlife and/or habitats. To understand that there are ways to help improve the health of our planet. To know the sources of several important minerals used in everyday life. To explain where minerals can be found around the world. To understand some of the ways in which minerals can be used sustainably. To know that there are both renewable and non-renewable energy sources available. To can explain the carbon cycle. To understand that no one type of energy production is the solution providing the world’s energy. To how humans rely on the oceans. To describe some of the threats to our oceans. To understand some of the advantages of Marine Protected Areas (MPAs). To plan and carry out an enquiry into sustainability in school. To identify an important environmental issue. To know how this environmental issue has been caused and suggest some possible solutions to this issue.</p> <p>Our World in the Future To know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland. To name and locate some key topographical features of the UK. To understand where I live within the UK. Our World in the Future To understand that people hold differing views about change in their region. To explain some ways in which development can be sustainable. To know that the Second World War changed the West Midlands region. To explain how the West Midlands changed following the Second World War. To know that change is happening in my local area. To describe the changes that have happened in my local area. To understand that there will be continual change in my local area. To use appropriate geographical vocabulary to describe change. To understand how my local area might change in the future. To know what my local area was like in the past. To offer my opinions on what my local area is like now and the changes that are happening.</p>

		<p>To know which county I live in and describe the main characteristics of the part of the UK.</p> <p>To describe the main characteristics of the part of the UK that I live in.</p> <p>To know which country of the UK I live in.</p> <p>To explain the reasons for going on a journey to one of the four countries and continents in this unit.</p> <p>To describe the landscape and people in this place.</p> <p>To be part of a role play in imagining what a journey would be like.</p>		
<u>Skills</u>		<p>Animals and their habitats</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases, and globes to identify countries, continents and oceans • use simple fieldwork and observational skills <p>Our Wonderful World</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world. <p>People and their communities</p> <ul style="list-style-type: none"> • name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary 	<p>Our World</p> <p>improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>practise geographical skills through using maps, atlases, globes, and digital/computer mapping to locate features studied</p> <p>use the eight points of the compass to build their knowledge of the wider world</p> <p>Coasts</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. 	<p>Protecting the Environment</p> <p>describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Our World in the Future</p> <ul style="list-style-type: none"> • describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<u>Key vocabulary</u>		<p>Animals and their habitats</p> <p>Arctic, cliff, coast, continent, country, desert, dunes, endangered, environment, farm, grassland, ocean, forest, migration, nocturnal, school, seaside, south pole</p> <p>Our Wonderful World</p> <p>Globe, world, continent, countries, cities, towns, villages, ocean, sea, cliff, mountain</p> <p>Journeys</p> <p>People and their Communities</p>	<p>Our World</p> <p>Latitude, Longitude, Southern Hemisphere, Northern Hemisphere, Globe, Atlas, World, Time Zone, GMT, Tropic of Cancer, Tropic of Capricorn, Arctic, Arctic Circle, Antarctic, Antarctic Circle, Prime Meridian, North, East, South, West</p> <p>Coasts</p> <p>Coast, Sea, Ocean, Sand, Beach, Estuary, Port, Marshes, Dunes, Shoreline, Waves, Coastal Path, Sand, Rainfall, Rock Pools, Tide</p>	<p>Protecting the Environment</p> <p>Environment, emissions, recycled, pollution, toxic, repercussions, greenhouse gases, ozone layer, initiative, worldwide, reactive, proactive, climate, climate change.</p> <p>Our World in the Future</p> <p>Fieldwork, community, region, national, international, change, transform, public services, technology, developments, industry, construction</p>

		High Streets, countries, continent, culture, families, religion, north, east, south, west, communities		
<u>Key indicators</u>		<p>Animals and their habitats</p> <ul style="list-style-type: none"> • recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • understand that some of these continents have significant hot and/or cold areas • describe specific human and physical features in these landscapes • use specific place knowledge to describe the habitat of a significant animal. <p>Our Wonderful World</p> <ul style="list-style-type: none"> • identify and name continents • identify and name some of the wonders • use atlases, maps and globes to locate some of the wonders • give an opinion about local and global wonders • correctly use some of the key vocabulary <p>People and their Communities</p> <ul style="list-style-type: none"> • know and understand their locality, and a series of locations and places outside of Europe • describe the physical and human geography of a distant place • use geographical vocabulary, e.g. near, far, long way away • be supported in a role play that summarises this understanding. 	<p>Our World</p> <ul style="list-style-type: none"> • use world maps, atlases, globes and digital/computer mapping • describe the relationship between globes and world maps • locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes • correctly use some of the key vocabulary <p>Coasts</p> <p>All children can: • locate and describe a coastal environment in the UK</p> <ul style="list-style-type: none"> • use appropriate geographical vocabulary to describe significant human and physical coastal features • talk about how coasts change • identify human coastal activities 	<p>Protecting the Environment</p> <ul style="list-style-type: none"> • describe some threats to the health of our planet • name several common minerals • describe some renewable and non-renewable energy sources • explain how humans rely on the oceans • pose an enquiry question • understand ways to make school more sustainable • identify an important environmental issue <p>Our World in the Future</p> <ul style="list-style-type: none"> • Describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland • name and locate some key topographical features of the UK • locate where they live within the UK • describe changes that have happened in their local area • share their hopes for the future of the area.
Journeys		KS1 Journeys- Food	LKS2	UKS2 Journeys- Trade
<u>Knowledge</u>		<p>To know what food is sold there.</p> <p>To understand what fresh, frozen and fast food is.</p> <p>To know where the local high street is, and can role-play a trip there</p> <p>food is.</p> <p>To understand the parts of the UK and their traditional foods.</p> <p>To understand the parts of the UK and their traditional foods.</p> <p>To know where Wales and Scotland are located.</p> <p>To understand the job of a dairy farmer, and can describe their year.</p> <p>To understand the type of land that a dairy farm needs to thrive.</p>		<p>To know how to use an atlas to accurately locate countries.</p> <p>To name and locate several countries where my clothes and food originate.</p> <p>To understand that it is sometimes difficult to ascertain where raw materials and ingredients originate.</p> <p>To know that plants grow climatic conditions.</p> <p>To explain what 'fair trade' means.</p> <p>To explain the views of different groups of people on a geographical issue.</p> <p>To understand that our shopping choice have an effect on the lives of others.</p> <p>To know that there is no right or wrong regarding the issue of choosing imported or locally produced food.</p> <p>To understand that there are many routes that products can take before arriving in my home.</p>
<u>Skills</u>		<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage 		<ul style="list-style-type: none"> • describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

<u>Key vocabulary</u>		Travel, food, transport, culture, diet, taste, flavour, spice, ingredient, super-market, meal, religion		Travel, Journey, explorer, discovery, colonisation, exploration, trade, exploration, transfer, exchange, spices, population, capital cities, inhabitants, construction, cars, fruit, fair trade.
<u>Key indicators</u>		<ul style="list-style-type: none"> • identify foods that can be bought on the local high street • understand what cereal crops are made into • explain where everyday products (milk) come from • explain that many different types of food come from the UK 		<ul style="list-style-type: none"> • use an atlas to locate countries • know the journey of how at least one product get to their home in detail • pose their own enquiry questions • explain what 'fair trade' means • explain where in the world several different fruits originate • name and locate several countries where their clothes and food originate.
Weather		KS1 Seasons	LKS2 Earthquakes and Volcanoes	
<u>Knowledge</u>		<p>To understand that the weather changes. Observe different kinds of weather. To know that people predict the weather. Interpret data in a chart or graph. Understand it blows from different directions, and this causes changes in weather. To know the points of the compass. To know there are four seasons. To describe the different seasons To describe the weather in another part of the country. To identify changes related to the four seasons. To identify daily and seasonal weather patterns in the UK. To identify hot and cold areas of the world.</p>	<p>To know what earthquakes are and how earthquakes are caused. To describe the location of some earthquakes. To know what volcanoes are and describe what happens when a volcano erupts. To describe the location of some volcanoes. To describe the distribution earthquakes and volcanoes. To understand that volcanoes can be active, dormant and extinct. To know about the 'Pacific Ring of Fire'. To describe examples where, and know the main reasons why, people live in the vicinity of volcanoes. To know some of the hazards for people who live in earthquake and volcanic zones. Describe how some of these can be/have been overcome, and life made safer for people.</p>	
<u>Skills</u>		<ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key 	<ul style="list-style-type: none"> • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. • learn about the 'Pacific Ring of Fire'. 	
<u>Key vocabulary</u>		Arctic, Beach, Climate, Climate Change, drought, environment, spring, summer, autumn, winter, rainfall, northern hemisphere, southern hemisphere	Earthquake, Volcano, tectonic plate, equator, climate, disaster, Pompeii, eruption, dormant, extinct, active, Richter scale, magnitude, lava, tsunami, natural disaster, Pumice stone, rocks, sedimentary, igneous	
<u>Key indicators</u>		<ul style="list-style-type: none"> • identify changes in the weather • identify seasonal weather patterns in the UK • assist in taking repeated observations and record these using symbols • understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day. 	<ul style="list-style-type: none"> • describe some features of earthquakes and volcanoes • know that people live in earthquake zones and close to active volcanoes • appreciate that earthquakes and volcanoes are often associated • name some volcanoes and major earthquakes. 	