

Geography Skills and Vocabulary Progression

Reception

Intent – aims and vocabulary

Implementation

Unit	Key Knowledge
<p>Exploring Maps – 5 activities</p> <ul style="list-style-type: none">• Explore maps through discussions, story telling, games and creative activity• Look at how features are represented• Think about the meaning behind shapes, lines, and colours on maps	<p>To know</p> <ul style="list-style-type: none">• A map is a picture of a place• Water is usually represented as blue on a map or globe• Some vocab to describe the characteristics of different places, even if used inaccurately• That a place and its features can be represented in a picture• Some vocab to describe directions, even if used inaccurately• Some vocab to describe different bodies of water, even if used inaccurately

<p>Vocabulary</p> <p>Human: Building Car park Field House Park Path Road</p>	<p>Mapping: Above Aerial Bird's eye view Map</p>	<p>Fieldwork: Identify Look Photograph Route Search Feel Look Notice Observe See Smell Sound touch</p>
<p>Unit</p>		<p>Key Knowledge</p>
<p>Outdoor Adventures – 6 activities</p> <ul style="list-style-type: none"> • Use senses to explore and describe the natural world • Begin to recognise the effect of the changing seasons 		<p>To know</p> <ul style="list-style-type: none"> • Some vocab to describe different bodies of water, even if used inaccurately • Some vocab to describe the characteristics of different places, even if used inaccurately • That the terms Spring, Summer, Autumn and Winter are used to describe each season • Some of the key characteristics of each season • That there are four seasons in a year marked by certain weather conditions • That a place and its features can be represented in a picture

Vocabulary Human:	Mapping: Above Aerial Bird's eye view Map	Fieldwork: Identify Look Photograph Route Search Feel Look Notice Observe See Smell Sound touch
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Year 1

Intent – aims and vocabulary

Year 1	Autumn <i>Lesson 3 and 4 involve fieldwork and may take longer than 1 hour</i> What is it like here? 6 lessons <ul style="list-style-type: none"> • Locate where they live on an aerial photograph • Recognise local features • Create maps using classroom objects • Draw simple maps of the school grounds • Use maps to follow simple routes around the school grounds • Carry out fieldwork to improve the school ground 	Vocabulary	
Year 1	Spring <i>Lesson 2,3 and 4 involve fieldwork and may take longer than 1 hour</i> What is the weather like in the UK? 6 lessons <ul style="list-style-type: none"> • Study the countries and cities that make up the UK • Discuss the four seasons and their weather • Consider how to change behaviour in response to different weather and keep a record • Investigate the UK's hot and cold places using weather maps with a simple key 	Human: Village Town City	Physical: land lake river Ocean sea
Year 1	Summer <i>Lesson 1 involves fieldwork and may take longer than 1 hour</i> What is it like to live in Shanghai? 6 lessons <ul style="list-style-type: none"> • Use a world map to recognise continents, oceans and countries outside of the UK • Identify physical features of Shanghai using aerial photographs and maps • Explore land-use to identify human features • Compare features of Shanghai to the local area • Make simple maps using data collected 	Vocabulary	Human: port harbour skyscraper metro transport

Geographical skills and fieldwork			Locational Knowledge		
Geographical: Aerial view Aerial photograph Distance Location Locate Near physical feature Far human feature Left similar Right different North features direction	Mapping: Map Globe Atlas Symbol key	Fieldwork: Survey Questionnaire Compass Rain gauge Thermometer Temperature Weather vane	What is it like here? Place Continent country	What is the weather like in the UK? Europe England Scotland Wales Northern Ireland United Kingdom (UK)	What is it like to live in Shanghai? Asia China Shanghai

Year 2

Intent – aims and vocabulary

Year 2	Autumn <i>Lesson 5 involves fieldwork and may take longer than 1 hour</i>	Vocabulary	
	Would you prefer to live in a hot or cold place? 6 lessons <ul style="list-style-type: none"> Introduce the basic concept of climate zones and mapping out hot and cold places globally Compare features in the North and South poles Compare features in Kenya as well as the local area Learn the four compass points and the names and location of the seven continents 	Human: Urban Rural	Physical: pack ice ice sheet Arid Savannah Vegetation Grasslands Rainforest Polar Mild temperate
Year 2	Spring <i>Lesson 5 involves fieldwork and may take longer than 1 hour</i>	Vocabulary	

	Why is our world wonderful? 6 lessons <ul style="list-style-type: none"> Identify features and major characteristics of the UK Name the oceans and locate them on a world map Consider what is unique about the natural habitats in their locality Use fieldwork to investigate and present this 		Human:	Physical: habitat	
Year 2	Summer		Vocabulary		
	What is it like to live by the coast? 6 lessons <ul style="list-style-type: none"> Use atlases to name continents and oceans of the world Revise the countries, cities and surrounding seas of the UK Learn about the physical features of the Jurassic Coast How have humans interacted with this over time including land use, settlements and tourism 		Human: Aquarium Tourist	Physical: arch bay Coast Mudflat Pier Cliff Coastline Island Sand dunes stack	
Geographical skills and fieldwork			Locational Knowledge		
Geographical: landmark	Mapping: Sketch map Scale OS map	Fieldwork: Sample Tally chart Pictogram Bar chart Data collection	Would you prefer to live in a hot or cold place? Africa North America South America Antarctica Oceania Equator North Pole South Pole Kenya	Why is our world wonderful? Atlantic Ocean Indian Ocean Southern Ocean Pacific Ocean Arctic Ocean London Edinburgh Cardiff Belfast Ben Nevis	What is it like to live by the coast? Weymouth Jurassic Coast Pembrokeshire Orkney Islands Giant's Causeway Flamborough Head North Sea English Channel The Irish Sea

				Lake Windermere Mount Snowdon (check correct name) Capital city	
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Year 3

Intent – aims and vocabulary

Year 3	Autumn <i>Lesson 6 involves fieldwork and may take longer than 1 hour</i>		
	<p>Why do people live near volcanoes? 6 lessons</p> <ul style="list-style-type: none"> • Learn how the Earth is constructed and about tectonic plates and their boundaries • Learn how mountains are formed, formation and types of volcanoes and explore the cause of earthquakes • Map global distribution of mountains, volcanoes and earthquakes <p>Consider the positive and negative effects of living in a volcanic environment and the ways in which humans have responded to earthquakes</p>		
Vocabulary			
<p>Human: Geothermal energy Man-made rock</p>	<p>Physical: Inner core Outer core Mantle Crust Tectonic plate Plate boundary Magma Magma chamber Vent</p>	<p>pyroclastic flow fertile soil volcanic springs earthquake tsunami fault line epicentre seismic wave focus</p>	<p>Volcano – shield, composite, active, dormant, extinct Mountain – fault block, fold, volcanic Rock – natural, igneous, sedimentary, metamorphic</p>
Year 3	Spring <i>Lesson 6 involves fieldwork and may take longer than 1 hour</i>		Vocabulary

	Who lives in Antarctica? 6 lessons <ul style="list-style-type: none"> • Learn about latitude and longitude and link to climate • Look at the tilt of the Earth and how this impacts the Antarctic circle and global temperatures • Explore the physical features of a polar region and how humans have adapted to working there with no permanent population • Study Shackleton's expedition before planning their own, using mapping skills learnt so far 	Human: Treaty	Physical: ice shelf Drifting ice Iceberg wilderness
Year 3	Summer <i>Lesson 3 involves fieldwork and may take longer than 1 hour</i>	Vocabulary	
	Are all settlements the same? 6 lessons <ul style="list-style-type: none"> • Explore different types of settlements and land use, consider the difference between urban and rural • Describe different human and physical features in their local area and how these have changed over time • Make land use comparisons between their local area and New Delhi to find key similarities and differences 	Human: Linear Nucleated Dispersed Recreational land Agricultural land Residential land Commercial land	 place of worship monument memorial facilities

Geographical skills and fieldwork			Locational Knowledge		
Geographical: Negative/positive effects Climate change Adaptation Tourism Explorer Cross-section Similarity/difference Land use	Mapping: Index Hemisphere Scale bar Mapping Tilt Four-figure grid reference Plot Eight points of the compass route	Fieldwork: Expedition Magnetic/magnetic field Research Intention Destination Evaluate Compare improvement	Why do people live near volcanoes? Italy Climate Zones – polar, temperate, arid, tropical, Mediterranean, mountains Earth Mount Kilimanjaro The Andes The Himalayas	Who lives in Antarctica? Tropic of Capricorn Tropic of Cancer Northern Hemisphere Southern hemisphere Arctic Circle Antarctic Circle South Georgia Mount Erebus	Are all settlements the same? New Delhi Settlement County Region Local Country border

			The Rockies The Alps Mount Etna Lines of latitude/longitude		
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Year 4

Intent – aims and vocabulary

Year 4	Autumn <i>Lesson 4 involves fieldwork and may take longer than one hour</i>	Vocabulary	
	Why are rainforests important to us? 6 lessons <ul style="list-style-type: none"> Focus on the link between biomes and climate, locate the Amazon rainforest and explain how the vegetation is defined by the Two Tropics Investigate physical features and layers of the Amazon rainforest, and consider how plants adapt to these conditions Learn about people who live in the rainforest and discuss the impact of human activity locally and globally 	Human: Indigenous Peoples Deforestation Community Logging Mining	Physical: vegetation belts forest floor understorey layer canopy layer emergent layer drought Buttress roots lianas
Year 4	Spring <i>Lesson 5 involves fieldwork and may take longer than one hour</i>	Vocabulary	
	Where does our food come from? 6 lessons <ul style="list-style-type: none"> Look at the distribution of the world's biomes Map food imports from around the world Learn about fair trade with a specific focus on Cote d'Ivoire and cocoa beans Explore where food for their school dinners comes from Pros and cons of local vs global 	Human: Food miles Import Export Distribution Produce Waste Consume Fertilisers Pesticides	trade product cooperative responsible trade seasonal food air freight grant packaging bakery

		Greengrocer Butcher	food bank allotment
Year 4	Summer <i>Lesson 6 involves fieldwork and may take longer than one hour</i>	Vocabulary	
	What are rivers and how are they used? 6 lessons <ul style="list-style-type: none"> • Explore the different ways water is stored and moves to develop an understanding of the water cycle • Name and map major rivers both in the UK and globally • Learn about the features and courses of a river and how they are used by humans • Study a local river to spot these features 	Human: Irrigation Leisure Supply	Physical: condensation meander evaporation oxbow lake groundwater river mouth Percolation source Precipitation tributary Transpiration valley Water cycle waterfall Delta flooding Estuary floodplain

Geographical skills and fieldwork			Locational Knowledge		
Geographical: Benefit/advantage Drawback/disadvantage Process Approximate Greenhouse gas Sustainability Carbon footprint Global warming Renewable energy	Mapping: Represent Grid square	Fieldwork: Investigate Interview Method Risk Enquiry Data Analyse Present Quantitative/qualitative data Summarise Interpret Quote Source	Why are rainforests important to us? Biomes – Savannah, Tropical rainforest, temperate deciduous forest, Boreal forest, Desert, Tundra Amazon Rainforest Brazil Manaus	Where does our food come from? Cote d'Ivoire West Africa	What are rivers and how are they used? River Severn River Thames River Trent River Great Ouse River Wye River Mississippi River Amazon River Nile River Danube River Yangtze River Murray

		Sample size Reliability Limitations Open-ended/closed question Likert scale			
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Year 5

Intent – aims and vocabulary

Year 5	Autumn <i>Lesson 4 involves fieldwork and may take longer than one hour</i>	Vocabulary	
	What is life like in the Alps? 6 lessons <ul style="list-style-type: none"> • Discover the climate of the mountain ranges • Think about why people visit the Alps • Focus on Innsbruck and identify the human and physical features that attract tourists • Apply their learning to investigate tourism in the local area • Map recreational land use and present their findings 	Human: Population	Physical: mountain range Coniferous trees Deciduous trees Temperate deciduous forest
Year 5	Spring <i>Lesson 5 involves fieldwork and may take longer than one hour</i>	Vocabulary	
	Why do oceans matter? 6 lessons <ul style="list-style-type: none"> • Explore the significance of our oceans and learn how humans use and impact them and how this has changed over time • Study the Great Barrier Reef and how plastic and pollution is damaging the marine environment • Consider positive environmental changes that can be made including making eco-friendly choices • Use fieldwork skills to investigate the amount and type of litter in the nearest marine environment 	Human: Coral bleaching Microplastics Acidification Overfishing Single-use plastic Re-purpose Marine Protected Area Plastic pollution Disposable	Physical: ocean current buffer coral reef marine erosion decompose

				Policy biodegradable	
Year 5	Summer		Vocabulary		
	Where does our energy come from? 6 lessons <ul style="list-style-type: none"> Learn about time zones around the world while exploring natural resources and energy found in the USA and UK. Learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment Carry out a fieldwork investigation considering the best location for a solar panel on the school grounds 		Human: Energy source Hydropower Wind power Solar power Nuclear power Biofuel Non-renewable Dam Replenished Consumption Producer Headquarters Offshore onshore	Physical: coal natural gas crude oil emissions ocean tide regenerate fossil fuel	
Geographical skills and fieldwork			Locational Knowledge		
Geographical: Natural disaster Threat Species Dependent Geology Ecology Ecosystem Atmosphere Human footprint Environment comparison	Mapping: Land height Sea level Thematic map Aerial map Digital map Time zone	Fieldwork: Fieldwork evidence	What is life like in the Alps? The Alps France Monaco Switzerland Liechtenstein Austria Germany Slovenia	Why do oceans matter? Great Barrier Reef Australia Japan South Korea USA Thailand India	Where does our energy come from? Port of Blyth Midland, Texas Cities of the UK – Glasgow, Liverpool, Bristol, Newcastle, Southampton, Plymouth, Leeds

Year 6

Intent – aims and vocabulary

Year 6	<p>Autumn <i>Lesson 5 involves fieldwork and may take longer than one hour</i></p> <p>Would you like to live in the desert? 6 lessons</p> <ul style="list-style-type: none"> Recap biomes with a focus on hot desert biomes and their various characteristics Map the largest global deserts Mojave Desert is used as a case study to learn about the physical features of a desert <p>Consider how humans use deserts and the environmental threats that can occur in this landscape</p>	<p>Vocabulary</p> <table border="0"> <tr> <td>Human:</td> <td>Physical:</td> </tr> <tr> <td>Airstrip</td> <td>rainfall</td> </tr> <tr> <td>National park</td> <td>barren</td> </tr> <tr> <td>Nature reserve</td> <td>sparse</td> </tr> <tr> <td>Tourist attraction</td> <td>mesa</td> </tr> <tr> <td>Military</td> <td>mushroom rock</td> </tr> <tr> <td>Ranching</td> <td>natural arch</td> </tr> <tr> <td>Agriculture</td> <td>salt flat</td> </tr> <tr> <td>Desertification</td> <td></td> </tr> <tr> <td>Flash flood</td> <td></td> </tr> </table>	Human:	Physical:	Airstrip	rainfall	National park	barren	Nature reserve	sparse	Tourist attraction	mesa	Military	mushroom rock	Ranching	natural arch	Agriculture	salt flat	Desertification		Flash flood			
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Year 6	<p>Spring <i>Lesson 6 involves fieldwork and may take longer than one hour</i></p> <p>Why does population change? 6 lessons</p> <ul style="list-style-type: none"> Look at global population distribution, think about why some areas are more populated than others Explore the factors that influence birth and death rates and use case studies to illustrate these Consider and discuss the social, economic and environmental push and pull factors that influence migration <p>Fieldwork is carried out to explore the impact of population on the local environment</p>	<p>Vocabulary</p> <table border="0"> <tr> <td>Human:</td> <td>Physical:</td> </tr> <tr> <td>Densely populated</td> <td>land mass</td> </tr> <tr> <td>Sparsely populated</td> <td></td> </tr> <tr> <td>Population density</td> <td></td> </tr> <tr> <td>Population distribution</td> <td></td> </tr> <tr> <td>Birth rate</td> <td></td> </tr> <tr> <td>Death rate</td> <td></td> </tr> <tr> <td>Natural increase</td> <td></td> </tr> <tr> <td>Migration</td> <td></td> </tr> <tr> <td>Refugee</td> <td></td> </tr> <tr> <td>Push factors</td> <td></td> </tr> </table>	Human:	Physical:	Densely populated	land mass	Sparsely populated		Population density		Population distribution		Birth rate		Death rate		Natural increase		Migration		Refugee		Push factors	
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		Pull factors Voluntary Involuntary Air pollution Noise pollution
Year 6	Summer <i>Lesson 4 involves fieldwork and may take longer than one hour</i>	Vocabulary
	Can I carry out an independent fieldwork enquiry? 6 lessons <ul style="list-style-type: none"> Plan and carry out their own enquiry by exploring an issue in the local area Develop an enquiry question, design their own data collection methods Record, analyse and present their findings 	N/A

Geographical skills and fieldwork			Locational Knowledge		
Geographical: Impact Landscape Urban planner	Mapping: Six-figure grid references Contour lines	Fieldwork: Digital technologies Conclusion Cartogram Geographic Information System (GIS) Pie chart Line graph Live data Consideration Annotate Justify Issue Viewpoint Data collection methods	Why does population change? Singapore Hong Kong Bangladesh Greenland Iceland Canada Oman Bulgaria	Would you live to live in a desert? Mojave Desert Death Valley Gobi Desert Oleshky Sands Sahara Desert Chihuahuan Desert Patagonian Desert Antarctic Polar Desert Great Victoria Desert Nevada Utah Arizona Atacama Desert	

		Subjective Audience recommendation		Prime/Greenwich Meridian	
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