



Knowledge and Progression in Geography and Vocabulary

<p>Early Learning Goals</p>	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
<p>Year Group</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>During Year 1, children should become familiar with the vocabulary and begin to use them in appropriate contexts.</p>	<p>During Year 2, children should be able to make appropriate use of the vocabulary they have learned during Year 1. They should become familiar additional vocabulary in the context of topics being studied.</p>	<p>During Year 3, children should be able to make appropriate use of the words they have learned during KS1. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>	<p>During Year 4, children should be able to appropriately use and apply the words they have learned during Years 1-3. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>	<p>During Year 5, children should be able to appropriately use and apply the words they have learned during KS1 and lower KS2. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>	<p>During Year 6, children should be able to appropriately use and apply the words they have learned in earlier years. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>
<p>Topics</p>	<p>Mary Seacole and inspirational People of Colour Light and Dark Local Area Where the Wild Things Are Fruit and Vegetables Toys</p>	<p>Inspirational People of Colour The Great Fire of London Inventors Traditional Tales Lighthouse Keepers Lunch/Seaside holidays in the past</p>	<p>Black History Polar Regions The Victorians Ancient Greece</p>	<p>Black History The Romans Animals Including Humans - The Human Body The Vikings Living things and their Habitats India</p>	<p>Ancient Egyptians Space and Explorers Prehistoric Britain Paleolithis Era The Tudors</p>	<p>World War 1 – The Great War The Blitz The Aztecs The Abbasids Holes The Shang Dynasty</p>

Geography Section of Reay Curriculum map

		Pirates and Geography of the seaside				
<p>Geography: Caribbean Fact Files</p> <p>Routes to and from home/basic geographical vocabulary to describe key human features</p> <p>Simple compass directions/location and directional language to describe location of features and routes on a map</p> <p>Impact of the climate on floods</p> <p>Name and locate the world's seven continents and 5 oceans</p>	<p>Geography: The Windrush – diary of the journey London and Caribbean comparison</p> <p>Maps of old London</p> <p>Human and Physical vocabulary to describe basic geographical features</p> <p>Name and locate the world's 7 Continents and 5 Oceans</p> <p>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</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Geography: Geography link, locational knowledge of countries around the world.</p> <p>Locational Knowledge-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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>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.</p>	<p>Geography: Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Human geography, including: types of settlement and land use.</p> <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), and land-use patterns; and understand how some of these aspects have changed over time – pollution and climate change</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Geography: 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)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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 – Tudor explorers</p>	<p>Geography: Human geography Location of trenches and conditions therein, how trenches were affected by continental climate.</p> <p>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- Link with the war Local area- how London was rebuilt after the war</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resource including energy, food, minerals and water</p> <p>Holes- landscape and uses of Texas, desert/ Big Sur- tourist information, health and safety leaflets, Geography study Description of life in the desert</p> <p>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</p>	

			<p>Lambeth and the river Effra.</p> <p>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.</p> <p>Human and Physical 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</p>			
<p>Mantle of The Expert Suggestions</p>	<p>We are sailors who choose to help the Wild things.</p> <p>We are museum creators creating a Mary Seacole exhibition.</p> <p>We are a disaster rescue team, helping people that have been in floods etc.</p>	<p>We are a TV company, commissioned to make a documentary about the Windrush.</p> <p>We are beach monitors. We have to monitor wildlife and the natural environment.</p> <p>We are architects. We study urban planning and we are commissioned to create a fire-safe and eco- friendly new town.</p> <p>We are story helpers. We help characters with their problems.</p>	<p>We are History Detectives finding previously 'hidden' Black heroes in history.</p> <p>We are Polar Explorers- travelling to the North Pole to investigate climate change.</p> <p>We are Social Justice seekers, trying to stop exploitation of children in Lambeth workhouses.</p> <p>We are Museum Makers- stopping the closure of a local museum.</p> <p>We are Athenians- developing democracy and fighting the minotaur.</p>	<p>We are a museum. We have to create a Roman exhibition.</p> <p>We are a TV company commissioned to make a documentary about the Vikings.</p> <p>We are travel guide writers. We write about India and publish our book.</p>	<p>We are a team of people at the top of our varying fields of expertise in town management. Earth is dying – we are commissioned to repopulate another planet and/or create a biome of some sort within which we can survive. We must have a strong understanding of the Earth's geography in order to do this successfully.</p> <p>We are archaeologists. We discover a stone age settlement and are commissioned by the British museum to create an exhibition.</p> <p>We are map makers in Tudor times. We are commissioned to create maps and charts to aid Tudor exploration.</p>	<p>We are composers. We are inspired by Rimsky Korsakov's Scheherazade. We must create music to go with the 'One Thousand- and One-Nights' stories.</p> <p>We are Age Concern. We need to preserve the stories from World War Two.</p>

			We are Hoplites, exploring the Greek archipelago and fending off the Persian invasion.		We are NASA workers. We are tasked with making space an accessible topic for children. We must help with the creation of an interactive picture book for schools.	
Geographical Skills and field Work	<p>Use locational and directional language – near and far, left and right.</p> <p>Use aerial photography to recognise landmarks.</p> <p>Create simple maps.</p> <p>Use simple observational skills to study the geography of Reay School and its grounds and the key human and physical features of its surrounding area.</p>	<p>Use world maps, atlases and globes to identify The UK and its countries as well as the countries, continents and oceans studied in KS1</p> <p>Use simple compass directions – North, South, East, West</p> <p>Use aerial photography to recognise basic human and physical features.</p> <p>Create simple maps and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 8 points of compass.</p> <p>Observe, measure, record and present the human and physical features of the local area using sketch maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Explore features on OS maps using 4 figure grid references to build knowledge of the UK and wider world.</p> <p>Observe, measure, record and present the human and physical features of the local area using sketch maps and plans.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Explore features on OS maps using 6 figure grid references to build knowledge of the UK and wider world.</p> <p>Observe, measure, record and present the human and physical features of the local area using sketch maps, plans and graphs.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Explore features on OS maps using 6 figure grid references, symbols and key to build knowledge of the UK and wider world.</p> <p>Observe, measure, record and present the human and physical features of the local area using sketch maps, plans and graphs, and digital technologies.</p> <p>Use the 16 points of a compass.</p>
Vocabulary	<p>Prepositions and direction-finding terms such as, near and far, above, around, below, left, right, forward, near, inside, opposite, outside, across</p>	<p>Compass directions – North, South, East, West</p> <p>Directional language (see Y1)</p> <p>aerial view, feature, map symbol, atlas, continent, ocean, globe, hemisphere, equator</p>	<p>grid reference</p> <p>Northeast, Northwest, Southeast, Southwest</p>	<p>axis, tilt, sphere, orbit, map index</p> <p>latitude, longitude</p> <p>North Pole, South Pole</p>	<p>Tropic of Cancer, Tropic of Capricorn</p> <p>Arctic Circle, Antarctic Circle</p> <p>Northern Hemisphere, Southern Hemisphere, Western Hemisphere, Eastern Hemisphere</p> <p>International Date Line, Prime Meridian</p>	<p>16-point compass terms (e.g. North-North-West, West-North-West, etc.), key</p>

<h2 style="text-align: center;">Locational Knowledge</h2>	<p>Name, locate and identify the four countries and capital cities of the UK.</p>	<p>Name and locate the five oceans and seven continents.</p>	<p>Name and locate the countries and cities of the UK and their key topographical features.</p> <p>Locate the Polar regions (including European Polar areas) using maps concentrating environmental aspects and key physical and human characteristics.</p>	<p>Locate India using maps concentrating on environmental regions, key physical and human characteristics and major cities.</p> <p>Locate the Roman Empire countries; and the countries that the Vikings originated from and invaded, concentrating on their key physical and human characteristics.</p> <p>Locate Bath (Romans link) – identify key physical and human characteristics.</p>	<p>Identify and describe the significance of the prime and Greenwich Meridian and time zones including day and night.</p> <p>Identify the position and significance of latitude, longitude, equator Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the world's countries using maps to focus on Europe including the location of Russia, North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and describe geographical regions in the UK, identifying human and physical characteristics and understand how some of these aspects have changed over time.</p>
<h2 style="text-align: center;">Vocabulary</h2>	<p>England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast</p>	<p>The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America</p> <p>The oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean</p>	<p>topographical feature (physical feature), hill, river, brook, copse, bay, biome, grassland, landscape, mountain range, wilderness, river, valley, waterfall, coast, cliff, estuary, meander, bay, floodplain, vegetation,</p> <p>Mount Snowdon, Ben Nevis, Slieve Donard, Scafell Pike, River Thames, River Severn, River Trent, Great Ouse</p> <p>Glasgow, Leeds, Liverpool, Newcastle-upon-Tyne, Sheffield, Bristol, Nottingham, Southampton, Portsmouth, Leicester, Birmingham, Manchester, Sheffield, Norwich, York, Plymouth</p> <p>Arctic Circle, Antarctic Circle</p>	<p>Roman Empire: Italy, France, Spain, Romania, Greece, Macedonia and the other Balkan states, Turkey, Syria, Israel, Lebanon, Jordan, Egypt, Libya, Tunisia, Morocco, Britain except for Scotland and Northern Ireland, Belgium and the Netherlands, Switzerland, Austria, parts of Iran and Iraq.</p> <p>Vikings: Denmark, Norway, and Sweden</p> <p>Western and Eastern Europe Faroe Islands, Ireland, Iceland, peripheral Scotland (Caithness, the Hebrides and the Northern Isles), Greenland, and Canada.</p> <p>Bath: Somerset, River Avon, World Heritage Site, Spa Town, Cotswolds, Mendip Hills, geothermal springs,</p>	<p>Tropic of Cancer, Tropic of Capricorn</p> <p>Northern Hemisphere, Southern Hemisphere, Western Hemisphere, Eastern Hemisphere</p> <p>International Date Line, Prime Meridian</p>	<p>European countries: Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Austria, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom</p> <p>Transcontinental countries (located in both Europe and Asia) - Russia, Kazakhstan, Azerbaijan, Georgia, Turkey Armenia and Cyprus – politically European but geographically in West Asia</p> <p>Location of world's countries – link to topics: Mexico (Aztecs) and China (Shang Dynasty), countries involved in WW1 and WW2 and Abbasid Caliphate area (Abbasid topic)</p> <p>North and South American countries and key topographical features.</p>

<p>Human and Physical Geography</p>	<p>Identify seasonal and daily weather patterns in the UK.</p>	<p>Identify the location of hot and cold countries in relation to the Equator and North and South Poles.</p> <p>Use basic geographical vocabulary to describe key physical and human features.</p>	<p>In the European Polar Regions, identify types of settlement and land use, distribution of natural resources, including energy, food, minerals and water.</p> <p>Explain weather patterns around the world (specific link to Polar Regions).</p> <p>Local area (link to Victorians).</p>	<p>In India, identify types of settlement and land use, economic activity, including trade links and the distribution of natural resources, including energy, food, minerals and water.</p> <p>Describe human features of UK regions, cities and/or countries – link to Bath (Romans).</p> <p>Explain about weather patterns around the UK and parts of Europe – link to History topics.</p>	<p>In Egypt, identify types of settlement and land use, economic activity, including trade links and the distribution of natural resources, including energy, food, minerals and water.</p> <p>Understand about weather patterns around the world and relate these to climate zones</p> <p>Know how rivers erode, transport and deposit materials Know about the physical features of coasts and begin to understand erosion and deposition – study and compare River Nile and River Thames.</p> <p>Understand how humans affect the environment over time – link to rivers – Tudors/Egyptians.</p> <p>Know about changes to world environments.</p>	<p>Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle.</p> <p>In Europe, Russia, China, North America and South America, identify types of settlement and land use, economic activity, including trade links and the distribution of natural resources, including energy, food, minerals and water.</p>
<p>Vocabulary</p>	<p>rain gauge, temperature, sunshine, symbol, temperature thunderstorm, warm, wind, windy, the months of the year, season, the seasons, snow, rain, season, misty, month, freezing, frosty, cloud,</p>	<p>temperature The Equator North Pole South Pole Arctic Antarctica polar</p> <p>Hot countries: Iraq, Algeria, Iran, Oman, Sudan, India, Mexico, Somalia</p> <p>Cold countries: Antarctica, Kazakhstan, Russia, Greenland, Canada, USA, Iceland, Finland</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>	<p>Local area human features: architecture, industry, location, manufacturing, recreation, service industry, factory, office, retail, warehouse</p> <p>**Local area physical features: see Y2 (London)</p> <p>North Atlantic Drift, Mistral Wind, El Nino</p> <p>tornado, hurricane, blizzard, dust storm, flood, hail storm, ice storm, monsoon</p> <p>weather station, climate, meteorologist, precipitation, polar,</p>	<p>land use, bridge, park, house, population, language, religion, architecture, political system environment, drought, flood, erosion, famine, disaster, migrant, refugee</p> <p>fresh water, clean air, coal, oil, natural gas, phosphorous and other minerals, iron, soil, forests and timber</p>	<p>UK : North Atlantic Drift, Polar maritime Air Mass, Arctic Maritime Air mass, Polar Continental Air Mass, Tropical Continental Air Mass, Tropical Maritime Air Mass</p> <p>Europe : Mediterranean Climate, Continetal Cimate, Oceanic Climate, Gulf Stream, Mistral Wind, Bise Wind, Sirocco Wind</p> <p>World: Jet Streams, Trade winds, Intertropical convergent zone, subtropical high, Fronts, low and high pressure</p> <p>rivers: erode, deposit, drainage, flood plain, groundwater, water cycle, watershed, upper course, middle course, chanel, river,</p>	<p>climate zones, biomes and vegetation belts landform, rivers, mountains, peak, ridge, scree, slope, summit, landslide, coastline, cliff face</p> <p>volcanoes, earthquakes, aftershock, ash cloud, avalanche, core crater, crust, dome dormant, eruption, fault line, fault-block mountains, fold mountains, geothermal, lava, magma, mantle, massif, plate, Richter Scale, tectonic, tremor, tsunami, vent, plate boundary (link to Mexico/South America).</p> <p>evaporation, condensation, sublimation, precipitation, transpiration, runoff, infiltration,</p>

		valley, vegetation, season, weather city, town, village, factory, farm, house, office, port, harbour, shop	tropical, mediterranean, temperature, equitorial, arid,		meander, mouth, river bank, river basin enviromentalist, climate change, green belt, logging, pollution, solar power, deforestation, acid rain, global warming, power station gases, wind turbine, wind farm, tidal power, solar powersustainable nuclear power, development, renewable energy, hydro electric power, irrigation, agriculture	
Place Knowledge	Study the human and physical geography of the local area.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and a small area in a non-European country (Jamaica).	Recognise there are human and physical similarities and differences between places link to history - Victorian Britain and European countries in Polar regions.	Know about the wider contexts of places-region, country. Understand physical and human similarities and difference between places Bath and an area in Europe (link to Vikings and Romans).	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, area in Europe and a region in North or South America	
					Describe and compare the physical and human features of a region in the UK (London) and in North America - Virginia, North America -Tudor link- identifying human and physical similarities.	Describe and compare the physical and human features of a region in the UK (London) and in North America - Virginia, North America -Tudor link- identifying human and physical similarities.
Key Vocabulary	London, Stockwell, Kennigton, Oval, Brixton, Reay Primary School City, town, map, village, factory, farm, house, office, port, harbour, shop, route, shop, street, town, village, building, capital city, castle, city, country, countryside, ground, island, map, office, local, settlement, rural, urban	Human geography (London) - capital city, urban, port, navigable river, bridge, road, railway, tube, canal, Thames Barrier, park, significant landmarks, museum Physical geography (London) – River Thames, London Basin Human Geography (Kingston, Jamaica) – uptown, downtown, St William Grant Park,	(Link to Our Local Area) Greece (Ancient Greece), Central Greece, Athens, Mykonos, Rhodes, Crete, Euboea, Lesbos, Aegina, Agistri, Hydra, Poros , Ikaria, Lesbos, Samos, Kos, Corfu, Kefalonia, , Ilos, Mykonos, Paros, Santorini, Aegean Sea, Euripus Strait, Ionian Sea The Caribbean (Windrush) Boundary nations of Caribbean: Antigua, Barbuda, Bahamas, Central America, Belize, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, United States, Grenada, Guatemala, Guyana, Haiti, Hounduras, Jamaica,	India Indian Ocean, Himalayas, salt marshes, forest, Ganges River, Indus River and Brahmaputra River, Indo-Gangetic Plains, coastal plains and ghats, wetlands. Delhi, border, Thar Desert, coal mining, natural gas, uranium mica, barite, chromite, bauxite, manganese, titanium, diamonds, thorium, gold mining, minerals, resiorces 	Physical and Human Geography of London – see examples of vocabulary in Y2 section. Human Geography (Virginia) – indigenous (Powhatan - Pocahontas), coal mining Physical Geography (Virginia) – Atlantic Coast, Appalachian Mountains, Blue Ridge Mountains, Chesapeake Bay, Potomac River	

		Hope Gardens, Emancipation Park Physical Geography (Kingston, Jamaica) – coast, Blue Mountans, waterfall, earthquake, natural harbour, Palisadoes, sand spit, Hope River	Mexico, Nicaragua, Panama, St Kitts and Nevis, St. Lucia trade, tourism, recreation, culture, human features, physical features, export, state, favela, plantation, region, skyline, volcano, earthquake, mineral			
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