

Half Acres Primary Academy Geography



Early Years Foundation Stage

- Children know and understand where they live.
- Begin to develop an understanding of simple maps. E.g. What The Ladybird Heard
- Understand positional language
- To follow directions/ instructions.
- Ask geographical questions. E.g. what is it like to live there? What is the weather like?
- To know about similarities and differences in relation to places.
- To know how environments may vary from one another. E.g. Castleford and North/ South Pole.
- To know that the environment and living things are influenced by human activity.
- Describe some actions which people in their own community can do that help to maintain the area they live in.

Key Stages 1 and 2

Locational Knowledge

Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name and locate the world's	Name and locate the world's	Use maps, atlases, globes and	Name and locate counties and	Compare two different regions	Locate main countries in Europe
seven continents.	seven continents and five	digital/ computer mapping to	cities of the United Kingdom,	in the UK rural/ urban.	and North or South America.
	oceans.	locate the countries of Europe	geographical regions and their		Locate and name principal
To know the country that they		(including the location of	identifying human and physical	Locate and name the main	cities.
live in.	Identify the Equator.	Russia) and North and South	characteristics, key	counties and cities in England.	
		America, concentrating on their	topographical features		Linking with history, compare
To name the capital city of	Name the surrounding seas of	environmental regions, key	(including hills, mountains,		land use maps of the UK from
England.	the UK.	physical and human	coasts and rivers), and land-use		the past with the present
		characteristics, countries and	patterns; and understand how		
	Name, locate and identify	major cities.	some of these aspects have		Identify the position and
	characteristics of the four		changed over time.		significance of latitude/
	countries and capital cities of	Name and locate counties and			longitude and the Greenwich
	the UK	cities of the United Kingdom,			Meridian. Linking with science,
		geographical regions and their			time zones, night and day.
		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			
		Identify the position and			
		significance of latitude,			

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Concer and Capticom, Arctical and Antractic Circle, the Prime / Greenwich Meridian and Intractic Circle, the Prime / Greenwich Meridian and physical geography.			Hemisphere, Southern			
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Human and Physical Geography Skills		differences.			within the UK.	
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Skills			Human and Phys	sical Geography		Countries (NOT OK)
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	Year 1	Year 2			Year 5	Year 6

Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Identify the location of hot and cold areas in the world in relation to the equator and the north and south poles. Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify seasonal and daily weather patterns in the UK	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.	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. Pupils will describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Human geography including trade between UK, Europe and ROW. Physical geography including volcanoes and earthquakes.	Human geography including trade between UK, Europe and ROW. Fair/ unfair distribution of resources. (Fairtrade) Physical geography including volcanoes and earthquakes. Distribution of natural resources. Pupils will describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes, and the water cycle.
		Knov	vledge		
Use appropriate geographical vocabulary related to the topic	Use appropriate geographical vocabulary related to the topic	Use appropriate geographical vocabulary related to the topic	Use appropriate geographical vocabulary related to the topic	Use appropriate geographical vocabulary related to the topic	Use appropriate geographical vocabulary related to the topic
Recognise human and physical features in the local area	Identify hot and cold areas of the world in relation to the equator and the North and	Locate the key human and physical characteristics of Egypt.	Recognise and describe key rivers around the world.	To learn about settlements and environmental impact	Recognise and describe biomes and vegetation belts around the world
Recognise how places have become the way they are and how they continue to change	South Poles. Recognise human and physical features of Non-European		Recognise how and why people may seek to manage environments sustainably.	Recognise and describe biomes and vegetation belts around the world	Recognise and describe key mountains around the world.
Identify and describe what places are like. Identify hot and cold areas of	countries studied		To learn about trade links between countries.		Investigate how decisions about places and environments affect the future quality of people's lives.
the world and the equipment you might need in those places.					Recognise how people can improve an environment or
					destroy it.

					Understand the water cycle.
					To learn about distribution of natural resources including energy.
					To learn about trade links between countries.
		Geographical Sk	kills & Fieldwork		
		Sk	ills		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. Use locational and directional language such as near and far, left and right. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To recognise key human and physical features of the surrounding area.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. Use simple compass directions. E.g. north, south, east and west. To 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. To recognise key human and physical features of the surrounding area.	Use fieldwork to develop knowledge and understanding of the school and local area using a range of methods including sketch maps, plans and graphs. Use maps, atlases, globes and mapping to locate countries and describe the features studied. Understand the 8 compass points, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. (Including Ordnance Survey maps.) Undertake surveys. Design questions and studies to conduct in the local area.	Use fieldwork to develop knowledge and understanding of the school and local area using a range of methods including sketch maps, plans and graphs. Use maps, atlases, globes and mapping to locate countries and describe the features studied. Understand the 8 compass points, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. (Including Ordnance Survey maps.) Undertake surveys. Design questions and studies to conduct in the local area.	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom in the past and present. (Including Ordnance Survey maps.) 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.	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom in the past and present. (Including Ordnance Survey maps.) Use six-figure grid references to teach longitude and latitude in depth. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including
Investigate their surroundings. Make observations about where	Begin to collect and record evidence with modelled support.	Know Begin to collect and record evidence.	/ledge Analyse evidence and draw conclusions e.g. make comparisons between locations,	Collect and record evidence. Analyse evidence and draw	sketch maps, plans and graphs, and digital technologies. Collect and record evidence. Analyse evidence and draw
things are e.g. around school		Analyse evidence and draw	photos, pictures, maps.	conclusions e.g. compare	conclusions e.g. field work, data
and local area.		conclusions e.g make		historical maps of varying	on land use, comparing land use

Express their own views about places and the local area. Draw simple features they observe in the local area. Experience simple scale drawings of the local area.	observational skills to study school and grounds. Try to make a simple scale drawing.	using photos pictures, temperatures and location. Draw a sketch of a simple feature from an observation or photo. Make a map of a short route experienced with features in correct order.	their investigation. Begin to draw a sketch map from a high view point. Enquiry Skills	locations, influence on people everyday life. Use sketches as evidence in an investigation in the local area. Begin to use recordings for their investigation. Make a map of a short route experienced with features in correct order.	explain reasons behind it. Draw a sketch of key features of topic studied with increasing accuracy. Begin to use recordings for their investigations. Draw a sketch map using symbols and a key.
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask geographical questions e.g. what is is like to live in this place? What is the weather like? Express their own views about people, places and environments. Use geographical vocabulary e.g. hill, mountain, near, far, Use globes, maps, plans at a range of scales. Use secondary sources of information e.g. photographs, videos, artefacts. Make maps and plans Use fieldwork to develop knowledge and understanding of the school and local area. Take digital photographs	Use geographical vocabulary e.g. north, south Observe and record what they can see e.g. identify building in the street Use fieldwork skills e.g. recording info on a map. Use globes, maps, plans at a range of scales. Use secondary sources of information e.g. photographs, videos, artefacts. Make maps and plans Use fieldwork to develop knowledge and understanding of the school and local area. Take digital photographs	Ask geographical questions Observe and record Express their own views about people, places and environments. Use geographical vocabulary Use fieldwork skills e.g. recording info on a map. Use globes, maps, plans at a range of scales. Use secondary sources of information e.g. photographs, videos, artefacts.	Ask geographical questions Observe and record Express their own views about people, places and environments. Use geographical vocabulary Use fieldwork skills e.g. recording info on a map. Use secondary sources of information e.g. photographs, videos, artefacts.	Ask geographical questions Collect and record evidence Analyse evidence and draw conclusions Use geographical vocabulary Use fieldwork techniques and instruments. E.g. a compass. Draw plans and maps. Use ICT to help in geography investigations.	Identify and explain different views that people, including themselves, hold about topical issues. E.g. destroying the rainforest Develop decision making skills. E.g. what measures would improve safety in the local area? Where should a zebra crossing be?
			bulary		
Continent	Equator	Europe	Region	Hamlet	Rainforest
UK	North Pole	Countries	Climate zones	Dispersed	Convergent

Europe	South Pole	County	Biomes	Scattered	boundaries
North America	North	Latitude	Vegetation belts	Nucleated	Fold mountains
South America	East	Longitude	Volcanoes	Scandinavia	Brazil
Asia	South	Northern Hemisphere	Earthquakes	Denmark	5, 42
Africa	West	Southern Hemisphere	The water cycle	Sweden	
Australia	Coast	Tropics of Cancer	Fair trade		
Antarctica	Cliff	Tropics of Capricorn	Tropical		
Ocean	River	Arctic Circle	Temperate		
Country	Soil	Antarctic Circle	Polar		
uk '	Valley	Prime/ Greenwich	Evaporation		
City	Vegetation	Meridian	Condensation		
Capital	Season	Rural	Precipitation		
London	Village	Urban	Atmosphere		
Left	Town	Land use	Climate		
Right	Port	Housing	Water vapour		
Hill	Harbour	Recreation	Surface run off		
Mountain	Scotland	Educational	Transpiration		
Forest	English Channel	Transport	Percolation		
Factory	North Sea	Leisure	Crust		
Office Office	Irish Sea	Commercial	Vent		
	Cardiff	Agriculture	Crater		
	Belfast	Mining	Core		
	Edinburgh	Manufacturing	Ash		
	Northern Ireland	Engineering	Mantle		
	Wales	Construction	Eruption		
		Exchanging	Ring of fire		
		Balance	Lava		
		Purchase	Magma		
		Water	Active		
		Gas	Dormant		
		Coal	Extinct		
		Oil	Divergent		
		Wood	Convergent		
		Iron	Epicentre		
		North East	Focus		
		North West	Fault		
		South East	Tsunami		
		South West	Richter scale		
			Magnitude		
			Intensity		
			Flood plain		
			Meanders		
			Waterfall		
			Mouth		
			Source		
			Spring		
			Spring		

Stream	
Erosion	
Upper course	
Middle course	
Lower course	
Tributaries	
Delta	
Estuary	