

Geography Non-Negotiable Key Concepts, Skills, Knowledge and Vocabulary

National Curriculum - Key Stage One

Locational Knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

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

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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features: city, town, village, factory, farm, house, office, port, harbour and shop.

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
- 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

National Curriculum - Key Stage Two

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
- 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
- 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

Key Concepts

Geographical skills and fieldwork: The use of observations, practical resources, data collection and other methods such as drawings, maps and plans to gain information about a specific location.

Human and physical geography: The understanding of the physical features of the planet. An understanding of how humans use the planet and its geographical resources to meet their needs.

Locational knowledge: The study of the structure of the earth (continents, countries, regions, climate zones) and how we find our way around the world and the study of physical features of different locations and how this gives places specific human and physical characteristics

Place knowledge: The study of similarities and differences of places due to their global position

Year	Key concepts	Key Skills	Subject Knowledge	Key Vocabulary
Year 1	A) Geographical skills and fieldwork	<p><u>Celebrations</u> A1 I can use simple fieldwork and observational skills to study the geography of my school. A2 I can use simple locational and directional language (near and far; left and right).</p> <p><u>Space</u> A3 I can use maps and atlases to identify the United Kingdom and its countries.</p> <p><u>Celebrations</u> <u>Paws, Claws & Whiskers</u> A4 I can draw a simple map of a real or imaginary place, adding simple labels and markers.</p>	<p><u>Celebrations</u> Know:</p> <ul style="list-style-type: none"> • How to record observations during fieldwork e.g. drawing marks, tally charts etc. • The meanings of key locational and directional language e.g. left and right • How to describe the route from school to a local place e.g. a shop, using locational and directional language to describe. <p><u>Space</u> Know:</p> <ul style="list-style-type: none"> • That maps and atlases are used to show locations • The location of the UK on a world map • The UK is made up of England, Scotland, Wales and Northern Ireland • The location of each country on a map of the UK <p><u>Celebrations</u> <u>Paws, Claws & Whiskers</u> Know:</p> <ul style="list-style-type: none"> • That maps are used to help us to identify locations • Maps contain the positions of key places of interest in a locality • Simple maps are often use a bird’s eye view • The location of different places in relation to another e.g. the post office would need to be drawn on the opposite side of the road to our school and to the right • Labels help to identify various locations • The names of key locations on the map 	<p><u>Celebrations</u> Season, climate, weather, rain, clouds, storm, sunny, temperature, thunder, lightning, temperature, ice, snow, Autumn, Winter, Summer, Spring, data, chart, city, town, village, school, church, mosque, factory, farm, houses, offices, shops, roads, street furniture, Left, right, up, down, near, far, around the corner, turn</p> <p><u>Space (Discrete skills village & town)</u> UK, United Kingdom, England, Northern Ireland, Scotland, Wales, map, country, Nottingham</p> <p><u>Celebrations</u> <u>Paws, Claws & Whiskers</u> Similar, different, features, place, interest, map, bird’s eye view, local, country, world, label Physical features: beach, cliff, coast, forest, woods, hill, mountain, sea, ocean, river, soil, valley, vegetation, Human features: city, town, village, school, church, mosque, factory, farm, houses, offices, shops, port, harbour, roads, street furniture</p>

	B) Human and physical geography	<p><u>Celebrations</u></p> <p>B1 I can complete a simple weather chart and answer questions about the weather in the United Kingdom.</p> <p>B2 I can make plausible predictions about what the weather may be like later in the day or tomorrow in the United Kingdom.</p> <p>B3 I can explain how the weather changes with each season in the United Kingdom.</p>	<p><u>Celebrations</u></p> <p>Know:</p> <ul style="list-style-type: none"> • How to read and interpret simple charts • Vocabulary to describe weather accurately • The names of each season and the associated weather • How to predict the weather through observation e.g. grey clouds in the sky indicate the possibility of rain later in the day. 	
	C) Locational knowledge	<p><u>Space</u></p> <p>C1 I can name the 4 countries of the UK and the town where I live.</p>	<p><u>Space</u></p> <p>Know:</p> <ul style="list-style-type: none"> • That the UK stands for 'United Kingdom' • The UK is made up of England, Scotland, Wales and Northern Ireland • The location of each country in the UK • We live in Nottingham, which is located in England • The location of Nottingham on a map of the UK 	
	D) Place knowledge	<p><u>Paws, Claws & Whiskers</u></p> <p>D1 I can compare similarities and differences between my local area and an area in another country.</p>	<p><u>Paws, Claws & Whiskers</u></p> <p>Know:</p> <ul style="list-style-type: none"> • What similarities and differences are • The geographical features of Sneinton and another location • Which features are in both locations • Which features are only in one location • How to identify features using maps and atlases 	

	<p>A) Geographical skills and fieldwork</p>	<p><u>Towers, Tunnels and Turrets</u> A1 I can use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment. A2 I can use aerial photographs to draw a simple map and identify local landmarks. A3 I can point out the North, South, East and West on a map and compass.</p> <p><u>Superheroes</u> <u>Towers, Tunnels and Turrets</u> A4 I can use world maps and atlases to identify some countries, continents and oceans.</p>	<p><u>Towers, Tunnels and Turrets</u> Know:</p> <ul style="list-style-type: none"> • The definitions of and difference between human and physical geography • Examples of human and physical geography in the local area • Landmarks in the local area • How to identify local landmarks on maps and aerial photographs (digimaps could be used for this) • How to draw simple maps (Y1 recap) • The positions of North, East, South and West • How to identify North on a map and use this to identify the other compass points • How to use a compass <p><u>Superheroes</u> <u>Towers, Tunnels and Turrets</u> Know:</p> <ul style="list-style-type: none"> • The difference between countries and continents • The names and locations of countries studied and the seven continents • The names and locations of the world's oceans 	<p><u>Towers, Tunnels, Turrets</u> human, physical, feature, local, environment, school, aerial photograph, landmark, simple map, compass, North, East, South, West, direction</p> <p><u>Superheroes</u> <u>Towers, Tunnels and Turrets</u> Country, continent, land, map, world, ocean, Asia, Africa, Australasia, Europe, North America, South America, Antarctica, Southern Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean</p> <p><u>Rio</u> beach, coast, forest, hill, mountain, ocean, valley, town, village, map, impact, environment, positive, negative, Equator, North Pole, South Pole, temperature, hot, cold, warmer, cooler</p>
--	---	---	--	---

<p>B) Human and physical geography</p>	<p><u>Rio</u> B1 I can describe key features of a place using words like, beach, coast, forest, hill, mountain, ocean, valley. B2 I can explain what facilities a town or village might need. B3 I can recognise and explain when people spoil the area or make it better. B5 I can explain the main features of a hot and cold place and locate a hot and cold region of the world. B6 I can name key features associated with a town or village, e.g. factory, shopping centre, school, park.</p> <p><u>Rio</u> <u>Creepy Crawlies</u> B4 I can draw similarities and differences between different locations in the world.</p>	<p><u>Rio</u> Know:</p> <ul style="list-style-type: none"> • The geographical features of different places • The correct vocabulary to describe different places e.g. beach, coast, forest, hill, mountain, ocean, valley. • The difference between a town and village • The features of towns and villages, using maps to identify these • The impact of human actions e.g. littering or creating green spaces • The location of the Equator and the North and South Poles • The difference in temperature associated with the Equator and the North and South Poles • The location of hot and cold countries • Applying their understanding of Poles and the Equator to explain why a location is hot or cold • The features of a hot or cold country <p><u>Rio</u> <u>Creepy Crawlies</u> Know:</p> <ul style="list-style-type: none"> • The key similarities and differences between locations studied • Some of the reasons for these differences e.g. weather or location • How to use comparative language e.g. both, but, and, like, unlike, similar, different 	<p><u>Rio</u> <u>Creepy Crawlies</u> Beach, coast, forest, hill, mountain, ocean, sea, valley, rocks, island Environment, landmarks, houses, roads, shops, street furniture, similar, different</p> <p><u>Towers, Tunnels, Turrets</u> United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, symbol, map, city, capital city, sea, English Channel, North Sea, Irish Sea, Atlantic Ocean</p> <p><u>Superheroes</u> Country, continent, land, map, world, ocean, Asia, Africa, Australasia, Europe, North America, South America, Antarctica, Southern Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, sea</p> <p><u>Creepy Crawlies</u> <u>Towers, Tunnels and Turrets</u> country, United Kingdom, Europe, non-European, similar, different, features, human, physical, map, location, aerial photograph</p>
<p>C) Locational knowledge</p>	<p><u>Towers, Tunnels and Turrets</u> C1 I can name the capital cities of England, Wales, Scotland and Ireland. C4 I can identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Superheroes</u></p>	<p><u>Towers, Tunnels and Turrets</u> Know:</p> <ul style="list-style-type: none"> • The location of the four countries of the UK (Y1 recap) • The names and locations of London, Cardiff, Edinburgh and Belfast. • The map symbol for capital cities 	

		<p>C2 I can name the continents of the world and find them in an atlas.</p> <p>C3 I can name the world's oceans and find them in an atlas.</p>	<ul style="list-style-type: none"> • The UK is surrounded by four seas: the English Channel, North Sea, Irish Sea and Atlantic Ocean. • The location of each sea <p><u>Superheroes</u></p> <p>Know:</p> <ul style="list-style-type: none"> • There are seven continents in the world • The names and locations of each continent • The names of the world's oceans • How to identify the ocean using a map • The difference between a sea and ocean 	
	<p>D) Place knowledge</p>	<p><u>Creepy Crawlies</u> <u>Towers, Tunnels and Turrets</u></p> <p>D1 I can understand similarities and differences of human and physical geography of the United Kingdom, and a contrasting (non- European) country.</p>	<p><u>Creepy Crawlies</u> <u>Towers, Tunnels and Turrets</u></p> <p>Know:</p> <ul style="list-style-type: none"> • The location of the UK and a contrasting non-European country on a world map • The difference between human and physical features of geography • Examples of human and physical features in both locations • How to identify geographical features on maps and aerial photographs 	

Year group	Key concepts	Key Skills	Subject Knowledge	Key Vocabulary
Year 3	A) Geographical skills and fieldwork	<p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> <u>Food for Thought</u> <u>Predators</u> A1 I can use correct geographical words to describe a place and the things that happen there.</p> <p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> <u>Predators</u> A2 I can use some basic OS map symbols.</p> <p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> <u>Food for Thought</u> A3 I can use maps and atlases appropriately by using contents and indexes</p> <p><u>Food for Thought</u> A4 I can use digital maps to locate countries.</p> <p><u>Gods and Mortals</u> A5 I can present the physical features in a locality using sketch maps.</p>	<p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> <u>Food for Thought</u> <u>Predators</u> Know: <ul style="list-style-type: none"> The geographical features of a location and the vocabulary to describe these. </p> <p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> <u>Predators</u> Know: <ul style="list-style-type: none"> The OS map symbols for footpath, roadway, dual carriageway, pub, post office, bridleway, contour lines, rivers, single track, multiple track and station. </p> <p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> <u>Food for Thought</u> <ul style="list-style-type: none"> Contents are found at the front of a book and the index at the back. Contents pages are in page order; whereas indexes are in alphabetical order. How to identify locations using contents and indexes </p> <p><u>Food for Thought</u> <ul style="list-style-type: none"> Various digital maps that can be used e.g. Google maps or digimaps How to use the search function to find a location How to locate countries using knowledge of continents and neighbouring countries </p>	<p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> Europe, continent, map, atlas, OS Symbols (footpath, roadway, dual carriageway, pub, post office, bridal way, contour lines, rivers, single track, multiple track, station) Industry, landscape, amenities, agriculture, commercial centre, continent, contour, city, symbol, road, height, contents, index.</p> <p><u>Tremors</u> Volcano, eruption, lava, epicentre, focus, Richter scale, magma, friction, tectonic plates, plate boundary, earthquake, ash, pressure, cone, vent, magma chamber</p> <p><u>Food for Thought</u> City, Europe, continent, map, atlas, index, contents, coastline, sea, ocean, Mediterranean, North seas, Baltic sea</p> <p><u>Predators</u> Industry, landscape, amenities, agriculture, commercial centre, continent, contour, city, symbol, road, height, City, Europe, continent, map, atlas, OS Symbols</p>

			<p><u>Gods and Mortals</u></p> <p>Know:</p> <ul style="list-style-type: none"> • The physical features of a location • That a bird’s eye view is the view from above • Sketch maps are simple drawings of the landscape. • Sketch maps can often show features which can sometimes be hidden in photographs or maps. 	<p><u>Gods and Mortals</u></p> <p>Bank, bed, river, flow, current, sediment, upper course, estuary, tidal river, tributary, lower course, mouth, source, waterfall, rapids, plunge pool, erosion, oxbow lake, erosion, deposition and transportation</p>
	<p>B) Human and physical geography</p>	<p><u>Tremors</u> B1 I can describe how volcanoes are created. B2 I can describe how earthquakes are created.</p> <p><u>Gods and Mortals</u> B3 I know the parts of a river.</p>	<p><u>Tremors</u></p> <p>Know:</p> <ul style="list-style-type: none"> • There are lots of different types and sizes of volcanoes. • The Earth’s surface is made up of lots of pieces called tectonic plates. • These plates can slide against each other, which lets magma from underneath squeeze up through the cracks. • When tectonic plates move, it also causes earthquakes. • The key events of a volcanic eruption. <p><u>Gods and Mortals</u></p> <p>Know:</p> <ul style="list-style-type: none"> • The start of a river is called the source. The source of a river is the furthest point on the river from its mouth. • The end of a river is called the mouth. Some rivers flow into the sea but other rivers flow into lakes or bigger rivers. • Smaller rivers which join to form a larger river are called tributaries. • Tidal river – At the end of a river, near the ocean, water from the sea flows up the river when the tide comes in. This bit of the river is called ‘tidal’ • Estuary – Where a river reaches the ocean and the river and ocean mix. Estuaries are normally wide and flat. 	

			<ul style="list-style-type: none"> • How the physical processes of erosion, transportation and deposition affect the environment 	
	<p>C) Locational knowledge</p>	<p><u>Tremors</u> C1 I can locate and name some of the world's most famous volcanoes.</p> <p><u>Food for Thought</u> C2 I can name a number of countries in Europe. C3 I can name and locate the capital cities of neighbouring European countries.</p> <p><u>Gods and Mortals</u> C4 I can name and locate many of the world's major rivers on maps.</p>	<p><u>Tremors</u> Know:</p> <ul style="list-style-type: none"> • Most volcanoes are located along the edges of tectonic plates. • The locations of famous volcanoes including: Krakatoa, Mount St. Helens, Cotopaxi, Mount Vesuvius, Mount Ruiz, Mount Tambora, Mauna Loa & Mount Fuji. <p><u>Food for Thought</u> Know:</p> <ul style="list-style-type: none"> • Know what a capital city is • Understand how capital cities are marked on maps • Know the names of European countries <p><u>Gods and Mortals</u> Know:</p> <ul style="list-style-type: none"> • How to identify rivers on maps • The names and locations of major rivers including: the Nile, Mississippi, Danube, Amazon, Congo, Ganges and Yangtze rivers. 	

	<p>D) Place knowledge</p>	<p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> D1 I can explain why a locality has certain physical features.</p>	<p><u>Urban Pioneers (Fieldwork - What human features show the changing needs of the community?)</u> Know:</p> <ul style="list-style-type: none"> • The geographical features of the local area (Sneinton) • Why these features are there – considering the impact on the community • Which features are no longer in the local area or have been recently added, reflecting on why this may be. 	
<p>Year 4</p>	<p>A) Geographical skills and fieldwork</p>	<p><u>Burps, Bottoms and Bile</u> A1 I can research features of cities and villages. A2 I can use digital maps to identify different locations and describe their geographical features.</p> <p><u>Traders and Raiders</u> A3 I can use digital technologies to accurately measure the distance between two locations.</p> <p><u>1066</u> A4 I can use symbols and keys on maps to build my knowledge of the UK and the wider world.</p> <p><u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u> A5 I can observe and measure human and physical features in the local area using charts and graphs to record and present findings.</p>	<p><u>Burps, Bottoms and Bile</u> Know:</p> <ul style="list-style-type: none"> • The difference between a city and a village (Recap Y2 towns and villages) • Key geographical features of cities and villages • The locations of cities and villages studied • How to identify the location and features of a city or village on a digital map e.g. Google maps or digimaps. <p><u>Traders and Raiders</u> Know:</p> <ul style="list-style-type: none"> • Appropriate units of measure to describe distances • That different units of measure will be appropriate for different distances e.g. metres for shorter distances and kilometres/miles for longer distances • Conversions between key units of measure e.g. 1 metre = 1000km • How to relate distances to their own understanding of the world e.g. The City ground and train station are both 1 mile away from our school. • How to use digimaps to measure the distance between two locations <p><u>1066</u> Know:</p> <ul style="list-style-type: none"> • Common map symbols 	<p><u>Burps, Bottoms and Bile</u> city, village, features, similarities, differences, location, digital, population, land, size, places of interest, transport, amenities, economy, settlement, map, symbol</p> <p><u>Traders and Raiders</u> Measure, distance, location, metres, kilometres, miles, radius, British Isles, Great Britain, United Kingdom, islands, Ireland, Scotland, Wales, Northern Ireland, county</p> <p><u>1066</u> map, symbol, key, features, interpret, location, United Kingdom, city, capital city, British Isles, Great Britain, United Kingdom, islands, Ireland, Scotland, Wales, Northern Ireland, county</p> <p><u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u> human, physical, methodology, fieldwork, data, charts, graphs, conclusions, local, improvements,</p>

			<ul style="list-style-type: none"> • How to use symbols and keys to interpret maps • How to describe the features of a location using your interpretation of symbol and keys • Comparing similarities and differences between the UK and the wider world • Considering the reasons behind some differences between the UK and the wider world <p><u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u></p> <p>Know:</p> <ul style="list-style-type: none"> • The difference between human and physical geography (Y2 recap) • Efficient methods for gathering and recording data from fieldwork • How to draw and interpret information from charts and graphs • How to draw conclusions about the local area based on findings from fieldwork 	<p>impact, environment, Global warming, sustainability, sustainable development, natural resources, depletion, fossil fuels, finite resources, renewable energy, re-use, reduce, recycle, village, city, city centre, cathedral, city districts, suburbs, amenities, air quality, pollution</p>
	<p>B) Human and physical geography</p>	<p><u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u></p> <p>B1 I can recognise and explain how people are trying to manage their environment to improve it and keep them safe. B4 I can report on ways in which humans have both improved and damaged the environment.</p> <p><u>Burps, Bottoms and Bile</u></p> <p>B2 I can explain why people are attracted to living in cities. B3 I can explain why people may choose to live in a village rather than a city.</p>	<p><u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u></p> <p>Know:</p> <ul style="list-style-type: none"> • Various strategies and initiatives implemented in the local area and wider world to improve the environment • Examples of how human action has damaged the environments or could lead to long-term negative effects – local and global examples • The environmental impact of positive and negative human actions <p><u>Burps, Bottoms and Bile</u></p> <p>Know:</p>	

			<ul style="list-style-type: none"> • The features of cities and villages, including geographical aspects such as population, places of interest, amenities, economy and transport • The impact of these on people’s choice of settlement 	
	<p>C) Locational knowledge</p>	<p><u>Traders and Raiders</u> <u>1066</u> C1 I know the difference between the British Isles, Great Britain and UK</p> <p><u>1066</u> C2 I can name up to six cities in the UK and locate them on a map. C3 I can locate and name some of the main islands that surround the U.K.</p> <p><u>Traders and Raiders</u> C4 I can name several counties of Britain including those neighbouring where I live.</p>	<p><u>Traders and Raiders</u> <u>1066</u> Know:</p> <ul style="list-style-type: none"> • There is a difference between the British Isles, Great Britain and the UK • British Isles – England, Ireland, Scotland, Wales plus around 5000 smaller islands located along our coasts • Great Britain – England, Scotland, Wales and their associated island (not N. Ireland) • The UK – England, Scotland, Wales and Northern Island (Y1 & Y2 recap) • The locations of all these places on maps <p><u>1066</u> Know:</p> <ul style="list-style-type: none"> • The definition of a city and capital city • The map symbols for cities and capital cities • The names and locations of six cities in the UK • The names and locations of the main islands surrounding the UK <p><u>Traders and Raiders</u> Know:</p> <ul style="list-style-type: none"> • The definition of a county 	

			<ul style="list-style-type: none"> • The names and locations of neighbouring counties • The historical influence on the names of British counties e.g. Anglo-Saxon kingdoms 	
	<p>D) Place knowledge</p>	<p><u>Burps, Bottoms and Bile</u> D1 I am aware that different places may have both similar and different characteristics.</p> <p><u>Traders and Raiders</u> <u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u> D2 I can explain how a locality has changed over time with reference to physical features</p>	<p><u>Burps, Bottoms and Bile</u> Know:</p> <ul style="list-style-type: none"> • The human and physical similarities and differences between different places • How to use maps and photographs to identify these similarities and differences • Comparative language to describe similarities and differences • Possible reasons for differences <p><u>Traders and Raiders</u> <u>Blue Abyss (Fieldwork - What impact do the geographical features of Sneinton have on the environment?)</u> Know:</p> <ul style="list-style-type: none"> • How to identify compare physical features using digital and/or physical historical maps of a locality • How to apply historical knowledge to understand and explain changes in physical geography (cause) • Consider the impact on the population (effect) • Identify any existing remnants or indications of historical change in the local environment e.g. historical buildings, place names, roads, plaques 	

Year 5	A) Geographical skills and fieldwork	<p><u>Alchemy Island</u></p> <p>A1 I can communicate my findings using the appropriate vocabulary.</p> <p>A2 I can use atlases and digital maps to locate countries and locations.</p> <p>A3 I can use the 8 points of the compass and 4 and 6 grid references.</p> <p>A5 I can use digital technologies to locate features within 6 figure grid references</p> <p><u>Stargazers (Fieldwork - How has land use in Sneinton changed over time?)</u></p> <p>A4 I can use digital technologies to measure and record human and physical features in the local area.</p>	<p><u>Alchemy Island</u></p> <p>Know:</p> <ul style="list-style-type: none"> • How to describe features and findings using key vocabulary • How to use atlases and digital maps e.g. Google maps and digimaps to locate places • The 4 and 8 points of the compass • How to describe a location using the 8 points of a compass • How to identify locations and features within 4 and 6 figure grid references • How to identify 4 and 6 figure grid references for locations and features • Use digital maps e.g. Google maps or digimaps to locate features within 6 figure grid references • Links between grid references and co-ordinates – going along the x-axis first and then the y-axis. <p><u>Stargazers (Fieldwork - How has land use in Sneinton changed over time?)</u></p> <p>Know:</p> <ul style="list-style-type: none"> • How to compare historical and modern day maps of the local area using digital mapping tools • The key human and physical features of the local area – historical and present day • How to record findings in an efficient and clear way 	<p><u>Alchemy Island</u></p> <p>maps, country, compass, grid reference, x-axis, y-axis, co-ordinates, North, East, South, West, North East, North West, South East, South West, mountains, the Alps, Andes, Rockies, Atlas, Pyrenees, Appalachians</p> <p><u>Stargazers (Fieldwork - How has land use in Sneinton changed over time?)</u></p> <p>human, physical, local, historical, map, data, land use</p> <p><u>Pharaohs</u></p> <p>global, world, national, human, physical, economic, climate, impact, population, wildlife, desert, Sahara, Antarctica, Arctic, land use, topography</p> <p><u>Allotment</u></p> <p>Climate, land use, agriculture, arable, pastoral, farming, Equator, Tropic of Cancer, Tropic of Capricorn, topography</p>
--------	---	--	--	---

<p>B) Human and physical geography</p>	<p><u>Pharaohs</u> <u>Allotment</u> <u>Off With Her Head</u> B1 I can explain how a location fits into its wider geographical location; reference to human and economical features.</p> <p><u>Peasants, Princes and Pestilence</u> <u>Off With Her Head</u> B2 I can recognise how physical and human characteristics can affect the lives and activities of people living there.</p>	<p><u>Pharaohs</u> <u>Allotment</u> <u>Off With Her Head</u> Know:</p> <ul style="list-style-type: none"> • The location of the areas studied on world and national maps • The key geographical features in the surrounding areas including human, physical and economic features • The context of these features e.g. historical events, climate etc. and the subsequent impact on the lives of the local population and/or wildlife <p><u>Peasants, Princes and Pestilence</u> <u>Off With Her Head</u> Know:</p> <ul style="list-style-type: none"> • The difference between human and physical geography • How to identify human and physical features in maps, atlases and photographs • The impact of these features on the local population 	<p><u>Peasants, Princes and Pestilence</u> Global, spread, proximity, Europe, source country, trade, transport, routes, human, physical, impact, population</p> <p><u>Off With Her Head</u> local, national, human, physical, economic, historical, impact, population, wildlife, map, land use</p>
<p>C) Locational knowledge</p>	<p><u>Alchemy Island</u> C1 I can name and locate many of the world's most famous mountain regions on maps.</p> <p><u>Pharaohs</u> C2 I can name the largest desert in the world.</p> <p><u>Pharaohs</u> <u>Off With Her Head</u> <u>Stargazers (Fieldwork - How has land use in Sneinton changed over time?)</u></p>	<p><u>Alchemy Island</u> Know:</p> <ul style="list-style-type: none"> • The names and locations of famous mountain regions around the world including: the Alps, Andes, Rockies, Atlas, Pyrenees, Appalachians. • How to identify mountain ranges on maps and atlases. <p><u>Pharaohs</u> Know:</p> <ul style="list-style-type: none"> • The Sahara Desert is the largest hot desert in the world • Antarctica and the Arctic are the two largest deserts • The definition of a desert • The location of all three deserts 	

		<p>C3 I can use digital technologies to understand how land use has changed over time.</p> <p><u>Allotment</u> C4 I can use digital technologies to locate the Equator and the Tropics of Cancer and Capricorn.</p> <p><u>Pharaohs</u> <u>Allotment</u> C5 I can identify key topographical features and land use patterns.</p>	<p><u>Pharaohs</u> <u>Off With Her Head</u> <u>Stargazers (Fieldwork - How has land use in Sneinton changed over time?)</u></p> <p>Know:</p> <ul style="list-style-type: none"> • How to interpret data from digital maps • Changes in land use over time and the possible reasons for these • The impact of these changes <p><u>Allotment</u></p> <p>Know:</p> <ul style="list-style-type: none"> • The locations of the Equator and the Tropics of Cancer and Capricorn • How to locate these using digital maps • The names of some countries located along the Equator and Tropics • The climate of these countries <p><u>Pharaohs</u> <u>Allotment</u></p> <p>Know:</p> <ul style="list-style-type: none"> • What topography is • How to identify topographical features • How to identify land use patterns • Vocabulary to describe land use patterns and topographical features • The impact of land use patterns and topographical features on people and places 	
	D) Place knowledge	<p><u>Allotment</u> D1 I can begin to recognise the climate for a given country according to its location on the map.</p>	<p><u>Allotment</u></p> <p>Know:</p> <ul style="list-style-type: none"> • How to use maps to identify the locations of countries – physical or digital maps • The location of the Equator and Tropics and how these influence a country's climate 	

Year 6	A) Geographical skills and fieldwork	<p><u>A Child's War</u> <u>Revolution</u> A1 I can use OS maps to answer questions.</p> <p><u>A Child's War</u> A2 I can recognise all key symbols used on ordnance survey maps.</p> <p><u>A Child's War</u> <u>Revolution</u> <u>Darwin's Delights</u> <u>Hola, Mexico!</u> A3 I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p><u>A Child's War</u> A4 I can create a scale plan of the local area, using digital technologies to measure observe and record distances and geographical features.</p>	<p><u>A Child's War</u> <u>Revolution</u> Know: <ul style="list-style-type: none"> OS map symbols How to interpret information from a map </p> <p><u>A Child's War</u> Know: <ul style="list-style-type: none"> All OS map symbols </p> <p><u>A Child's War</u> <u>Revolution</u> <u>Darwin's Delights</u> <u>Hola, Mexico!</u> Know: <ul style="list-style-type: none"> How to read and interpret map, photos and plans – both physical and digital How to apply knowledge of map keys and symbols to identify human and physical features The impact of these geographical features on the population and environment Appropriate vocabulary to describe each locality </p> <p><u>A Child's War</u> Know: <ul style="list-style-type: none"> What 'to scale' means How to use digital technology to measure and record distances between locations Geographical features of studied locations How to create a scale plan </p>	<p><u>A Child's War</u> Ordnance survey maps, walking maps, road maps, digital maps, map key, symbols, 4- and 6-digit mapping reference, contour lines, scale, plan, distance, measure, location</p> <p><u>Revolution</u> lines of longitude, lines of latitude, Greenwich Mean Time, time zones, Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, sustainable development, map, key, symbols, population, environment, locality</p> <p><u>Darwin's Delights</u> Population, island, islets, archipelago, climate, string of islands, volcanic landscape, wildlife, flora, fauna, map, key, symbols, population, environment, human, physical, sustainable</p> <p><u>Hola Mexico</u> Desert, mountain, tourism, climate band/zone, river, gulf, borders, time zones, map, plan, photograph, symbols, keys, human, physical, population, environment, locality, mountain range, North America, South America, continent, country, USA, states</p>
	B) Human and physical geography	<p><u>Revolution</u> <u>Darwin's Delights</u> <u>Hola, Mexico!</u> B1 I can give an extended description of the human features of different places around the world.</p>	<p><u>Revolution</u> <u>Darwin's Delights</u> <u>Hola, Mexico!</u> Know: <ul style="list-style-type: none"> How to identify human features using physical and digital maps </p>	

		<p><u>Revolution</u> <u>Darwin's Delights</u> B2 I can understand the term sustainable development.</p> <p><u>Hola, Mexico!</u> B3 I can name the mountain regions of North and South America.</p>	<ul style="list-style-type: none"> • Appropriate vocabulary to describe the features of different places <p><u>Revolution</u> <u>Darwin's Delights</u> Know:</p> <ul style="list-style-type: none"> • What 'sustainable development' means • Examples of sustainable development around the world • The impact of these <p><u>Hola, Mexico!</u> Know:</p> <ul style="list-style-type: none"> • How to identify mountain ranges on maps and atlases (Y5 recap) • The names and locations of mountain ranges in North and South America. • The difference between the continent of America and the USA. 	
	<p>C) Locational knowledge</p>	<p><u>Hola, Mexico!</u> C1 I can locate the USA and Canada on a world map and atlas. C5 I can locate and name the main countries in South America on a world map and atlas.</p> <p><u>Revolution</u> C2 I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. C3 I can name the main lines of latitude and meridian of longitude. C4 I can explain how the time zones work.</p>	<p><u>Hola, Mexico!</u> Know:</p> <ul style="list-style-type: none"> • How to efficiently locate the USA and Canada on a world map and atlas – physical and digital. • The difference between the continent of America and the USA. • The names and locations of countries in South America <p><u>Revolution</u> Know:</p> <ul style="list-style-type: none"> • The location of the Tropics of Cancer and Capricorn (Y5 recap) and the Arctic and Antarctic circles. • How to identify the lines of latitude and longitude • How time zones work • The significance of Greenwich Mean Time 	

	D) Place knowledge	<u>Hola, Mexico!</u> D1 I can understand geographical similarities and differences through the study of human and physical geography of the region of the UK and a region within North or South America.	<u>Hola, Mexico!</u> Know: <ul style="list-style-type: none">• How to identify geographical features• The similarities and differences of features between a region of the UK and a region in North and South America• How to interpret information and data from maps, graphs, charts and photographs• Comparative language to accurately describe similarities and differences	
--	--------------------------	--	---	--