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| **A close-up of a business card  Description automatically generatedA close-up of a business card  Description automatically generatedSt Michael and All Angels Church of England Primary****Geography Concept Map**  |
|  | **Place and locational knowledge** | **Physical geography** | **Human geography** | **Geographical skills (including fieldwork)** | **Geographical enquiry** | **Geographical Vocabulary** |
| EYFS | Know the name of my school. Know the town/city where I live. Know basic relative positional language.Know that England is their home country. Know that London is the capital city of England.Understand the terms ‘land’ and ‘sea’.Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm). | Name the four seasons and begin to describe associated weather. Talk about the weather daily.Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, hill, sea, ocean, river, soil, season and weather. | Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.Recognise the shops and enterprises in the locality, including being aware of their names. | Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Take photos of buildings and places in school.  | Ask questions about aspects of their familiar world.Draw things they see around them.Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.Describe their immediate environment and express their views about it, with support. | beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, hill, season and weather, land, sea, Foulridge, village, England, home church,, house, family, school, farm, map, near, far, up, down. weather types (sun, rain, thunder, snow, wind), road, street  |
| Y1 | Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards) Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK. Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language.  | Identify and describe weather associated with the four seasons. Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside. | Locate London on simple maps.Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic and human physical features.Begin to use simple fieldwork and observational skills to study the geography of the classroom and local areaObserve and describe daily weather patterns. Use maps and other images to talk about everyday life (present weather forecasts).  | Use a range of geographical sources such as simple maps, globes, atlases and images to identify key features of a locality.Know that symbols mean something on maps. Make simple observations of a locality using simple geographical vocabulary.Draw, speak or write about simple geographical concepts such as what they can see where. Use maps and other images to talk about everyday life e.g. school. Describe some places and features using basic geographical vocabulary. Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features.  | near, far, up, down, left, right, forwards and backwards, North, East, South, West, world, house, home, map, sketch map, weather, UK, changes, seasons, daily, observation, temperature, thermometer, weather types (sun, rain, thunder, snow, wind), months of the year, autumn, winter, spring, summer, affect, weather forecast, weather symbols, predict, patterns. town, city, physical features, human features, landmark, London, Edinburgh, Cardiff, Dublin, capital city, England, Scotland, Ireland, Wales. country, urban area, rural area, harbor, dock, coastline, beach, cliffs, sand, pier, sea, North Sea, English Channel, Irish Sea, North Atlantic Ocean, population, migration.  |
| Y2 | Understand the terms ‘continent’ and ‘seas’. Name and locate the world’s seven continents and five oceans on a globe or atlas, including understanding the of the terms ‘poles’ and ‘equator’. Recognise and know basic features of the different continents.Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.Name and locate the country, continent and surrounding seas of a contrasting non-European locality (Sri Lanka) and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms ‘poles’ and ‘equator’.Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK (Colne- our local town) and of a small area in a contrasting non-European country (Sri Lanka), including the weather, lifestyles, human and physical geography. | Identify that the North and South poles are cold and the equator is hot.Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality (Sri Lanka), including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality (Sri Lanka), including: city, town, village, factory, farm, house, office, port, harbour and shop. | Draw and locate the locations of continents and oceans on globes and world maps or atlases.Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features.Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area. Carry out a simple survey of the school or local area (litter around school).  | Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives (in Colne) with those of children in other places and environments (The Jurassic Coast). Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments (Sri Lanka). | Hot, cold, North, South, Northern, Southern, equator, tropical, warm, temperate, cold, continents-names of continents, ocean- names of oceans, world, globe, North West Colne, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Jurassic Coast, coastal town, sea, ocean, beach, mountain, cliff, hill, Sri Lanka, human features, physical features |
| Y3  | Name, locate, describe and discuss key geographical features of an area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys. Name and locate different types of UK settlements (villages, towns, cities) and mountains, employing the use of the eight points of a compass, maps, symbols and keys. Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude. Locate key Earthquake zones of the world, including an Earthquake location study (Chile 2010).  | Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation. Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami. | Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) Describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area. | Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates), major earthquake zones and different settlements of the world.Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges. | Ask and answer more searching geographical questions when investigating different places and environments (The UK and The Lake District).Identify similarities, differences and patterns when comparing places (The Lake District) and features. | volcano, earthquake, erupt, eruption, Tectonic plates, formed, localities, active, dormant, extinct, magma, lava, molten, crater, epicentre, Earth’s crust, Earth’s mantle, Earth’s core, Northern Hemisphere, Southern Hemisphere, equator, Tropic of Cancer, Tropic of Capricorn. United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north east, north west, south east, south west, island, continent, map River, sea, North Sea, English Channel, Irish Sea, Atlantic ocean, River Thames, River Severn,, coastlineCounty, country, town, city village, urban, ruralMountain, hill, range, peak, height, Lake District, tourism, honey pot site, 8 points on a compass- N,E,S,W ( NE,NW,SE, SE).  |
| Y4 | Name, locate & describe a local river. Name, locate and describe some of the world’s major rivers. Locate the countries of Europe using maps. Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).  | Identify and study the different climatic regions of UK and Europe.Describe and explain the water cycle.Describe and explain river formation and key features of river systems. | Identify some European cities and settlements. | Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features. Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities. Use aerial images to acquire and discuss geographical information.Use fieldwork to study and present information about a local river and observe the physical processes involved. | Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’Identify and describe similarities, differences and patterns when investigating different places, environments and people (Ile de France). Describe similarities and differences between their own locality and an area of Europe (Ile de France).  | mouth, tributary, meander, delta, source, floodplain, Ox Bow Lake, confluence, river, estuaries, coastline, harbour, port, precipitation, condensation, evaporation, transpiration, water cycle, gas, groundwater, liquid, water vapour.Europe, continent, countries, capital cities, Eastern Hemisphere, Northern Hemisphere, map, physical features, human features, Latitude, climate, weather, population, location, area, landscapes, Human Geography, land use, residential, retail, leisure, cultural aspects, language, religion, government, art and music, similarities, differences, land mass, tourism, region.  |
| Y5 | Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation. Locate countries of South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities). | Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them.Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK. | Describe and explain changing land use in South America, including the Amazon rainforest.Understand fairtrade.  | Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs, and digital technologies. | Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. | climate, weather, seasons, UK, North West, climate zones- tropical, Mediterranean, arid, temperate, polar, mountains, Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, Equator, biomes-aquatic,, grassland, forest, desert, tundra, savanna, tropical rainforest, temperate rainforest, forest, taiga, fauna, flora, Asia, Africa, North America, South America, Antarctica. Europe and Australia, vegetation belt, crop- chocolate, cacao, renewable energy sources- Wind power, Water power, Solar power, Biomass and Geothermal.South America, Amazon Basin, Amazon rainforest, fairtrade, time zones, Greenwich mean time, sustainability, latitude and longitude, Prime meridian, physical features, human features, Manaus, population, Big Diomede, Little Diomede- yesterday and tomorrow islands, deforestation, layers of the rainforest,  |
| Y6 | Locate countries of North America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities). | Understand the basic process of global warming, its causes, implications and changes required. | Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.Understand what life is like in cities, villages and other settlements of North America. | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including surveys from parents, annotated sketch maps, plans and graphs, and digital technologies. | Ask and respond to questions that are more causal. Make predictions and test simple hypotheses about people, places and geographical issues.  | continents- Asia, Africa, North America, South America, Europe, Australia (Oceania), names of the countries in North America: Canada, Guatemala, Cuba, Haiti, Dominican Republic, Honduras, Nicaragua, El Salvador, Costa Rica, Panama, Jamaica, Trinidad and Tobago, Belize, Bahamas, Barbados, Saint Lucia, Grenada, Saint Vincent and the Grenadines, Antigua and Barbuda, Dominica, Saint Kitts and Nevis, human and physical features, prairies, the Everglades. Human geography, settlement, land use, important, services, Electricity, renewable, non renewable, fossil fuels, coal, oil, gas, solar, tidal, hydro electric power, energy, sources, natural resources, environment, sustainability, economic factors, trade economics, climate, climate change.  |