Days Lane Geographer

Vocabulary:

- Compass
- Orienteering
- 6 figure grid reference
- Northings
- Eastings
- OS map
- scale
- Key
- OS symbols
- Aerial
- Digital
- Biomes
- climate zones
- Rainforest
- Tropical
- Layer
- Emergent
- Canopy
- Understory
- Forest floor
- Deforestation
- Palm Oil

Enrichment experiences:

- Kew Gardens
- Buzz days

Skills:

Geographical Enquiry

•to confidently explain scale and use maps with a range of scales
•to choose the best way to collect information needed and decide the most appropriate units of measure
•to make careful measurements and use the data?
•to use OS maps to answer questions
•to use maps, aerial photos, plans and web resources to describe what a locality might be like

Physical Geography

•to describe the physical features of a rainforest
•to describe how some places are similar and others are different in relation to their human features
•To use the 8 points of a compass
•To accurately use a 4 and 6 figure grid reference
•to recognise key symbols used on ordnance survey maps
•to create sketch maps when carrying out a field study

Geographical Knowledge

•to recognise key symbols used on ordnance survey maps
•to name the in the world
•to identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?
•to understand and explain how the time zones work

Human Geography

•to give an extended description of the human features of different places around the world
•to map land use with their own criteria
•to describe how some places are similar and others are different in relation to their physical features

Knowledge:

Locational Knowledge

- To 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 (Focus North America)
- To locate significant lines of longitude and latitude (Greenwich Meridian/ time zones)
- To locate biomes on a world map
- To name and locate rainforests on a world map
- To look at world maps, atlases, digital mapping and globes to locate countries worldwide and significant lines of latitude and their importance.

Place Knowledge

- To compare similarities and differences through a study of human and physical geography of a region in South America with a region in the UK

Physical and Human Geography

<u>Human geography, including:</u>

- To understand and explain types of settlement and land use, economic activity including trade links (fairtrade), and the distribution of natural resources including energy, food, minerals (focus – North America)
- To identify the human impact of global warming and deforestation

<u>Physical geography:</u>

- To describe and understand key aspects of biomes and vegetation belts

Geographical Skills and Fieldwork

- To use maps, atlases, globes and digital(digimaps)/computer mapping (Google Earth) to locate countries and describe features studied
- To use the eight points of a compass, four-figure grid references, symbols and key of Ordnance Survey maps.
- To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- To compare how a local area has changed over time using OS maps and digital software

Vocabulary

Reception:
Understanding the world:
The world

- Plants
- Animals
- Nature
- Object
- Direction

Year 1:

- Arctic
- Antarctica
- Equator
- Northern Hemisphere
- Southern Hemisphere
- Sea
- ocean
- United Kingdom
- England
- Northern Ireland
- Scotland
- Wales
- Continents
- Asia
- Africa
- North America
- South America
- Antarctica
- Europe
- Oceania
- London
- Cardiff
- Edinburgh
- Belfast
- North
- South
- East
- West
- Postcode
- Route
- City
- Town
- Village

Year 2:

- Postcode
- Address
- United Kingdom
- Compass
- North
- South
- East
- West
- Near
- Far
- Physical features
- Human features
- Kenya
- Continent
- Africa
- Climate
- Weather
- Season
- Dry season
- Rainy season
- environment
- Beach
- coast
- forest
- cliff
- hill
- mountain
- ocean
- valley
- continent
- Town
- City

Year 3:

- Settlements
- Settle
- City
- Town
- Village
- Hamlet
- Want
- Need
- Transport Links
- Landscape
- Shelter
- Weather
- Land Use
- Limitations
- Compass
- North
- East
- South
- West
- Agriculture
- Industrial
- Leisure
- Retail
- Aerial
- County
- City
- Island
- Rivers
- Rural
- Advantages
- Disadvantages
- Urbanisation
- Egypt

Year 4:

- Volcano
- Magma
- Ash
- Lava
- Ring of Fire
- Eruption
- Equator
- Land use
- Active
- Dormant
- Geothermal
- Natural Hazard
- Climate Change
- Global Warming
- Tsunami
- Earthquake
- Tectonic Plates
- Epicentre
- Fault Line
- Natural Resources
- Crust
- Aftershock
- Fluvial
- Pluvial
- Flash flood
- Climate change
- Global warming
- Afforestation
- Embankment
- Dam/Reservoir

Year 5:

- County
- City
- Compass
- Cardinal
- South East
- South West
- North East
- North West
- National Parks
- Topographical
- Conservation
- Tourism
- Human Impact
- Climate
- Continent
- Geyser
- Habitat
- North America
- Water Source
- Flooding
- Water Cycle
- Precipitation
- Evaporation
- Condensation
- Hydroelectric power
- Dams
- Reservoir
- Renewable Energy
- Sustainable Energy
- Tidal Power
- Solar Power

	• Farm • House • Office • Shop	• Temperature • River • Soil • Vegetation • Port • Harbour	• Africa • Nile • Climate • Canals • Irrigation • Trade • Tourism	• River Straightening • Evacuation System • Flood Defences • Environmental • Europe • Greece • Mediterranean • Mediterranean sea • Climate • Tropical • Weather • Economy	• Geothermal • Wind Power • Sewage • Waste • Primary treatment • Secondary Treatment • Sludge Treatment • Mountains • Rivers • Course • Source • Mouth • Upper Course • Lower Course • Waterfall • Middle Course • Meanders • Delta • Oxbow lake • Summit • Peak • Tectonic Plates

Year 1 Subject Vocabulary
Globe, atlas, physical geography, human geography,

Year 2 Subject Vocabulary
Globe, atlas, map, physical geography, human geography, continent, United Kingdom, South, East, North, West, map symbols

Year 3 Subject Vocabulary
Globe, atlas, map, physical geography, human geography, continent, United Kingdom, South, East, North, West, map symbols

Year 4 Subject Vocabulary
Globe, atlas, map, physical geography, human geography, continent, United Kingdom, South, East, North, West, map symbols

Year 5 Subject Vocabulary
Globe, atlas, map, physical geography, human geography, continent, United Kingdom, South, East, North, West, map symbols

Enrichment experiences					
Reception: Eco warriors Local area walk	**Year 1:** Eco warriors Local Area Visit to Danson Park	**Year 2:** Eco warriors Local Area Walk Joss Bay – seaside topic	**Year 3:** Eco warriors Horton Kirby	**Year 4:** Eco warriors Local Area VR workshop	**Year 5:** Eco warriors Thames Water Visit

Knowledge					
Reception: **Understanding the world:** **People and communities** **Early Learning Goal:** 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. To identify different features on a map i.e. A tree, a shop, a building, the letterbox To know the name of our location. To identify the differences between houses in our locations. Recognise some environments that are different	**Year 1:** **Locational Knowledge** To name and locate the world's seven continents and 5 oceans (Summer 1) To name and locate and identify the characteristics four countries and capital cities of the United Kingdom and surrounding seas. (Summer 1) **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Local study (Spring 1) **Human and Physical Geography** Identify the location of hot and cold areas of the world in relation to the Equator and the north and South Poles. (Spring 1) Use basic geographical vocabulary to refer to: Key physical features:	**Year 2:** **Locational Knowledge** To name and locate and identify the characteristics of the four countries and capital cities of the United Kingdom and surrounding seas. (Autumn 2) **Place Knowledge** To understand geographical 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 (Kenya) concentrating on islands and seaside. (Summer 2) **Human and Physical Geography** Compare the climate in UK with non-European country. (Summer 1) Physical: To identify seasonal/daily weather patterns in the UK (Summer 2)	**Year 3:** **Locational Knowledge** To explain the difference between the British Isles, Great Britain and the United Kingdom (Spring 2) **Place Knowledge** To study a country(Egypt with a focus on the River Nile) compare geographical similarities and differences to a region in the UK (Summer 2) **Human and Physical Geography** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (River Thames) and a region in another country (Egypt – The River Nile) Summer 2 Human geography, including: types of settlement and land use, economic activity including trade links (fair trade), and the distribution of natural	**Year 4:** **Locational knowledge** To locate and name some countries in Europe and their capital cities (Summer 1) To locate some of the World's most famous volcanoes on a world map. (Autumn 2 and Spring 1) To know what the ring of fire is. (Autumn 2 and Spring 1) **Place knowledge** To study a country (Greece) in Europe and compare geographical similarities and differences to a region in the UK. (Summer 1) **Human and Physical Geography** Physical geography: To describe and understand the physical features of volcanoes, tsunamis and earthquakes. (Autumn 2 and Spring 1)	**Year 5:** **Locational Knowledge:** To name and locate the world's most significant rivers and mountainous regions. (Summer 2) To locate significant rivers in the world. (Summer 2) To name and locate counties and cities of the United Kingdom, (Spring 1)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 **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region in North America (Yellowstone) and a region in the UK

from the one in which they live.	beach, cliff, coast, forest, hill, mountain, soil, valley, vegetation, river Key human features: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical Skills and Field Work** To study maps and use simple compass directions – North, South, East and West) to give directions to features on a map (Summer 2) To use maps, atlases, globes and digital maps to identify the United Kingdom and its countries (Spring 1) To use photographs to recognise landmarks and basic human and physical features (Summer 1)	Look at seasonal changes in the UK (Summer 1) To describe the key features of a place from a picture using words like: Key physical features; beach, cliff, coast forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Summer 2) Key human features: city, town, village, factory, farm, house, office, port, harbour and shop (Autumn 2) **Geographical Skills and Field Work** To keep a weather chart (Summer 2) To give locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map or using digital mapping (Autumn 2) To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	resources including energy, food, minerals (Summer 2) Link to history: Types of settlements in Early Britain. Why did early people choose to settle there? Place Names with Anglo Saxon origin (link to Anglo Saxons and Vikings) Types of settlement and land use (link to Stone Age/ Bronze Age topic) (Spring 1) **Geographical Skills and Field Work** To use maps, atlases, globes and digital mapping to locate countries and describe features studied. (Summer 2) To use the 4 points of a compass on an OS map to describe the location of cities in the United Kingdom, Europe and the wider world and for directional language. (Spring 2) To use field work to observe, measure , record and present the human and physical features in the local area using a range of methods, including sketch maps (with symbols and	Human geography: To understand the human impact of an earthquake/volcano on a place. (Autumn 2 and Spring 1) **Geographical Skills and Field Work** To use maps, atlases, globes and digital mapping to locate countries and describe features studied. (Autumn 2 and Spring 1) To use the eight points of a compass, four-figure grid references on ordinance survey maps and OS symbols. To use field work to observe, measure , record and present the human and physical features in the local area using a range of methods, including sketch maps (with symbols and key), plans and graphs and digital technologies	**Human and Physical Geography** 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. (Spring 1 and Summer 1) Physical geography: to understand how a river is formed (Summer 2) To explain and understand the key features of the water cycle (Summer 1) **Geographical Skills and Field Work** Use maps, atlases, globes and digital(digimaps)/computer mapping (Google Earth) to locate countries and describe features studied (Summer 1) Use the eight points of a compass, four-figure grid references, symbols and key of Ordnance Survey maps to build knowledge

		features: devise a simple map; and use and construct basic symbols in a key. (Autumn 2) To sketch a plan of the classroom from bird's eye view with objects as seen from this viewpoint. Use basic symbols (Autumn 2) To use fieldwork and observational skills to study the key human and physical features of the school and its grounds and the key human and physical features of its surrounding environment. (Autumn 2) Use locational and directional language near, far, left and right to describe the location of features and routes on a map (Autumn 2) To devise a simple map and use and construct basic symbols in a key (Autumn 2)	key), plans and graphs and digital technologies		of the United Kingdom and wider world (Summer 2) Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (Summer 2)

Skills					
Reception: **Understanding the world:** **People and communities** To ask questions about aspects of their familiar world such as the place where they live or the natural world. Looks closely at similarities, differences, patterns and change To learn how to draw basic maps and add features **Early Learning Goal** Talk about the features of their own immediate environment and how environments might vary from one another	**Year 1:** **Geography Enquiry** •find out about a locality by asking some relevant questions to someone else •say what they like and don't like about their locality and another locality •find where they live on a map of the UK **Physical Geography** •tell someone their address •know the school address/postcode •describe a locality using words and pictures explain how the weather changes with each season name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' •explain the main features of a hot and cold place •tell someone about the people who live in hot and cold places •explain what they might wear if they lived in a very hot or a very cold place	**Year 2:** **Geography Enquiry** •label a diagram or photograph using some geographical words find out about a locality by using different sources of evidence •say what they like about their locality sort things they like and don't like answer some questions using different resources, such as books, the internet and atlases think of a few relevant questions to ask about a locality •answer questions about the weather •keep a weather chart **Physical Geography** •describe some physical features of their own locality •explain what makes a locality special •describe some places which are not near the school •describe a place outside Europe using geographical words	**Year 3:** **Geography Enquiry** •carry out a survey to discover features of cities and villages find the same place on a globe and in an atlas label the same features on an aerial photograph as on a map •plan a journey to a place in England •accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) **Physical Geography** •explain why many cities of the world are situated by rivers •explain why people are attracted to live by rivers explain how a location fits into its wider geographical location; with reference to human and economical features **Human Geography** •explain why people are attracted to live in cities explain why people may choose to live in a village rather than a city	**Year 4:** **Geography Enquiry** •to use correct geographical words to describe a place and the events that happen there •to identify key features of a locality by using a map •to accurately plot NSEW on a map to sketch a map or a plan •to use some basic OS map symbols **Physical Geography** •to use maps and atlases appropriately by using contents and indexes and globes •to describe how volcanoes are created •to describe how earthquakes are created •to confidently describe physical features in a locality •describe the main features of a well-known city •to locate the countries in the Mediterranean and explain why it is a popular holiday destination •to recognise the 4 points of the compass	**Year 5:** **Geography Enquiry** •collect information about a place and use it in a report map land use •find possible answers to their own geographical questions •make detailed sketches and plans; improving their accuracy later •plan a journey to a place in another part of the world, taking account of distance and time •to begin to use 4 figure grid references •to make accurate measurement of distances within 100Km to begin to ask geographical questions to present findings from geographical enquiry **Physical Geography** •use appropriate symbols to represent different physical features on a map •explain the water cycle •explain why water is such a valuable commodity?

	•describe some of the features associated with an island **Human Geography** •begin to explain why they would wear different clothes at different times of the year •identify looking at photos differences between city, village •describe some human features of their own locality, such as the jobs people do •Do they think that people ever spoil the area? How? **Fieldwork** • Visit a park to observe its physical and human features and investigate how people use and enjoy it (using a compass and simple compass points, drawing a freehand map, using simple recording technique to express their feelings about a specific place and explain why they like/dislike some of its features).	•describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley **Human Geography** •explain how the jobs people do may be different in different parts of the world •Do they think that people try to make the area better? How? •explain what facilities a town or village might need **Fieldwork** • Investigate different weather conditions through observation and by making and using simple measurement devices (e.g. record wind direction, and measuring rainfall) • Explore the local area of the school and investigate the range of buildings, roads, green spaces, and other local features (draw a freehand map, use simple compass directions, take digital photos	•explain how a locality has changed over time with reference to human features •find different views about an environmental issue **Fieldwork** • When learning about settlements investigate how buildings, land use and local facilities have changed over time (making models, annotated drawings; draw freehand maps designing and using questionnaires to collect quantities data; using a simplified likert scale to record judgements of environment quality)	•explain how a location fits into its wider geographical location; with reference to physical features **Human Geography** •To describe how volcanoes have an impact on people's lives •to confidently describe human features in a locality •to explain why a locality has certain human features •to explain why a place is like it is •to explain how the lives of people living in the Mediterranean would be different from their own **Fieldwork:**	**Human Geography** •explain what a place might be like in the future, taking account of issues impacting on human features •suggest different ways that a locality could be changed and improved **Fieldwork:** • When learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (thermometers, rain gauges and anemometers) • When learning about the natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)

	• Visit local facilities and talk about what happens there and investigate why people go there.	e.g. buildings in the locality, collect quantative data e.g. create a pictogram of favourite places to play or how pupils travel to school.)			

Prior Knowledge and Links					
Year 1: Children will continue to build on the key geographical skills of field work and map work through reading, collecting and analysing data. Children will learn more about the United Kingdom (Countries, Cities, Seas, Weather) building on their prior knowledge about the similarities and differences of places, and the features of their immediate environment. Children will continue to build on knowledge of contrasting locations through the books that they read.	**Year 2:** Children will continue to build on the key geographical skills of field work and map work through reading, collecting and analysing data. Children will build on their understanding of the United Kingdom locating it within the wider context of the European Continent, the Worlds 6 remaining Continents and the Worlds 5 Oceans. This work will support the study of Ancient Egypt in year 3.	**Year 3:** Children will recall their learning on the 7 continents to help locate Africa from Year 2 (Kenya Study). They will build on their knowledge of positional language learnt previously in Year 2 to describe locations and the significance /impact it has on the environment Building on their understanding of the basic physical and human features of the UK children will deepen their understanding and begin to see similarities and trends within different areas of the UK. Children will continue to build on the key	**Year 4:** Children will be building on their locational knowledge of the UK from Year 2 and 3 and begin to establish understanding of its place in Europe Children deepen their understanding of physical features contrasting United Kingdom and Europe. Children will build on their prior knowledge of the impact of humans on immediate environments in year 3 and deepen their understanding of the impact of humans on the world with a focus on climate change (extreme weather in the UK).	**Year 5:** Children will continue to build on the key geographical skills of field work and map work through reading, collecting and analysing data. Children deepen their understanding of physical features contrasting United Kingdom and North America. Children will build on their prior knowledge of the impact of humans on immediate environments in year 1 (local study – Danson Park) and deepen their understanding of the impact of humans on the world with a focus on climate change.	**Year 6:** Children will continue to build on the key geographical skills of field work and map work through reading, collecting and analysing data. Children will recall their learning in KS1 and LKS2 on the 7 continents to help locate countries in South America. They will build on their knowledge of positional language learnt previously to describe location and significance /impact it has on the continent. They will build on their understanding of climate in year 4 and 5 and study the effect of climate on physical features and on

		geographical skills of field work and map work through reading, collecting and analysing data Case study of the River Nile links with the Science curriculum: rocks and soils.	Children will broaden their understanding from their Science topic in Year 3: rocks and soils through their investigations into volcanoes. They will secure their understanding of climate zones which will continue to be referenced throughout the curriculum	Children will deepen their understanding of rivers and build on their knowledge of The River Nile from Year 3, developing their understanding of how rivers are important in the water cycle. Children will deepen their understanding of the weather and the water cycle from Year 2 and 4 developing their understanding of the impact this has on the world. They will secure their understanding of climate zones, which will continue to be referenced throughout the curriculum	the impact of humans on a location. Children will continue to build on the key geographical skills of field work and map work through reading, collecting and analysing data. Main focus of the year is children will then draw upon their understanding of human impact in the world to answer questions about climate change and pollution.