



# Christopher Pickering Primary

## Knowledge and Vocabulary

### Progression Intent

# Geography

#### The intention of the Geography curriculum

To ensure that all pupils have:

- A curiosity and fascination about the world and its people
- A knowledge about diverse places, people, resources and natural and human environments
- A deep understanding of the Earth's key physical and human processes
- An understanding of how the Earth's features at different scales are shaped, interconnected and change over time

#### What are the key features of 'knowledge-rich' assessment for Geography?

At both key stages the sticky knowledge takes full account of the national curriculum's main characteristics of:

Locational knowledge     Place knowledge     Human and Physical geography     Geographical skills and fieldwork

There are relatively few assessment statements as these knowledge statements should be what pupils retain forever; this knowledge is within their long-term memory and will be retained.

There is a difference between knowledge that will be retained close to the point of teaching and knowledge that will be retained forever.

In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.

Geography: Key Stage 1			
		Year 1	Year 2
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and begin to locate the four countries of the UK</li> <li>Know the names of and begin to locate the North Sea and the English Channel</li> <li>Know the names of and begin to locate the seven continents of the world</li> <li>Know the names of and begin to locate the Southern and Arctic Ocean</li> </ul>	<ul style="list-style-type: none"> <li>Identify and locate the countries of the UK and their capital cities</li> <li>Identify and locate the bodies of water that surround the UK</li> <li>Identify and locate the five oceans of the world</li> <li>Identify the seven continents of the world</li> </ul>
		<p>England, Ireland, Scotland, Wales, North Sea, English Channel and Atlantic Ocean.</p> <p>Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania), North Pole, South Pole, Equator</p>	<p>Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania), North Pole, South Pole, Equator</p> <p>Atlantic, Pacific, Indian, Southern and Arctic ocean.</p> <p>England, Ireland, Scotland, Wales</p> <p>London, Cardiff, Edinburgh and Belfast.</p>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know the features of hot and cold places around the world (Antarctica, Arctic and Sahara) and begin to understand location in relation to the Equator and North and South Pole</li> <li>Compare the UK to Antarctica and know the main differences</li> <li>Compare Kingston upon Hull (City) and The Lake District (Countryside)</li> <li>Identify Bridlington (Seaside location) and compare to Kingston upon Hull (City) (Seaside location)</li> </ul>	<ul style="list-style-type: none"> <li>Compare Kingston Upon Hull (City) to Florida USA (Non-European)</li> <li>Compare London and Edinburgh</li> <li>Compare Kingston upon Hull and London</li> <li>Compare the UK to the Caribbean (island locations/Non-European)</li> </ul>
		<p><b>Cold, Freezing, North Pole, South Pole, Ice, Snow, Antarctica, Desert, Arctic, Minus, Below Freezing</b></p> <p><b>Hot, Sand, Desert, Heat, Tropical, No Seasons</b></p> <p><b>UK, Europe, Island, Seasons, Kingston Upon Hull, Europe, England, East Yorkshire, Humber Bridge</b></p> <p><b>Bridlington, Seaside, North Sea, Town</b></p>	<p><b>Hull, Europe, England, Humber Bridge, Humber Estuary, River Hull, City, East Riding of Yorkshire, Fishing Industry</b></p> <p><b>USA, North America, Florida, Atlantic Ocean, Equator</b></p> <p><b>London, Europe, England, Capital City, Buckingham Palace, Edinburgh, Scotland, Capital City</b></p> <p><b>Caribbean, Islands, Caribbean Sea, Atlantic Ocean, North America, Tropical, Equator</b></p>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the human and physical characteristics of the some of the countries in the UK</li> <li>Identify some of the human and physical features of Antarctica and the Sahara (Hot and Cold) including weather patterns and location to the Poles and Equator</li> <li>Identify some of the human and physical features of the Lake District (Countryside)</li> <li>Identify some of the human and physical features of Kingston upon Hull (City)</li> <li>Identify some of the human and physical features of Bridlington (Seaside)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the human and physical characteristics of the some of the countries in the UK</li> <li>Identify some of the human and physical features of Florida (Non-European) including weather patterns and location to the equator</li> <li>Identify some of the human and physical features of London (Capital City)</li> <li>Identify some of the human and physical features of Edinburgh (Capital City)</li> <li>Identify some of the human and physical features of Kingston upon Hull (City)</li> <li>Identify some of the physical and human features of the Caribbean (Non-European island)</li> </ul>
		<p><b>Scotland, England, Northern Ireland, Wales, Seasons, Weather</b></p> <p><b>Factory, Farm, House, Office, Port, Harbour, Shop, Beach, Cliff, Coast, Forest, Woodland, Hill, Mountain, Sea, Ocean, River, Valley, Vegetation</b></p> <p><b>Ice Berg, Ice Sheet, Waterfall, Bae Camp</b></p>	<p><b>Scotland, England, Northern Ireland, Wales, Seasons, Weather</b></p> <p><b>Factory, Farm, House, Office, Port, Harbour, Shop, Beach, Cliff, Coast, Forest, Woodland, Hill, Mountain, Sea, Ocean, River, Valley, Vegetation</b></p> <p><b>Weather, Tropical, Palm Trees, Pollution. Coral Reef, Noise Level, Pollution, Population, Tourism</b></p>

**Skills and Fieldwork**

- *Use world maps, atlases and globes*
- *Use simple compass directions*
- *Use aerial photos, construct simple maps*
- *Undertake simple fieldwork within school locality*

- Using a range of maps and globes, recognise and begin to identify where the equator and north and south poles are located
- To draw a simple map
- To begin to recognise map symbols
- To make simple observational drawings
- Ask simple questions e.g. what is it like to live in this place?
- Use simple observational skills to study the geography of the school grounds
- Use simple maps and photographs including a variety of aerial, satellite and terrestrial
- Use locational language (e.g. near, far, left and right)
- Begin to use simple compass directions and recognise the four points
- Know their house number and street name

- Using a range of maps and globes, recognise and begin to identify where the equator and north and south poles are located
- To draw a map
- Recognise and use a range of simple map symbols from simple plans and street maps
- To make annotated fieldwork sketches based on observation
- Use observational skills to study the geography of the local area
- Using simple maps and street plans
- Use locational language
- To use compass direction and recognise the four points of the compass
- Compare and contrast features using terrestrial and aerial photographs
- Make simple observations and recordings (Pictograms, tally charts, bar graph, Venn diagram and tables)
- Know their name and address, including postcode

*Map, Globe, Atlas, Aerial, Birds Eye View, Observe, Record, Sketch, Symbols, Compass, North, South, East, West, Next to, Beside,*

*Globe, map, atlas, equator, North Pole, South Pole, weather and climate maps, political maps, online digital maps, compass*

Geography: Key Stage 2

		Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North &amp; South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (incl hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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 (incl day and night)</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries (e.g. link to History topics)</li> <li>Know the names of and locate at least eight counties and at least six cities in England (e.g., East Riding of Yorkshire, Norfolk, Essex, Merseyside, City of London, Hull, Manchester and Portsmouth)</li> <li>Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world (e.g. link to History topics)</li> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn, northern and southern hemisphere are on a world map</li> <li>Know what is meant by the term 'tropics' 'biome' and 'vegetation belt'</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of a number of European capitals (e.g. link to History topics)</li> <li>Main mountain regions are in the UK (e.g. Pennines and Snowdonia) and across the world.</li> <li>Know, name &amp; locate the main rivers in the UK (e.g. Thames, Trent and Severn) and across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Know about time zones, Greenwich Meridian, Arctic and Antarctic circle and work out differences.</li> <li>Know the names of, and locate, a number of South or North American countries (e.g. link to History topics)</li> </ul>
		<b>Hemisphere, counties, cities and continents.</b>	<b>Tropics, latitude, longitude, Equator, temperate, tropical, tundra and arctic.</b>	<b>Northern Hemisphere, Southern Hemisphere, European, Europe, European Union</b>	<b>Greenwich Meridian, tropics, latitude, longitude, Equator, Arctic and Antarctic circle</b>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify the similarities and differences of our city Hull (UK) and a               <ol style="list-style-type: none"> <li>coastal region</li> <li>SW tourist region</li> <li>Volcanic region</li> </ol>               through the human and physical features             </li> </ul>	<ul style="list-style-type: none"> <li>Explain the similarities and differences of Hull (UK) and a               <ol style="list-style-type: none"> <li>Egypt</li> <li>Lazio, region of Italy</li> <li>A region of Brazil with the Amazon Rainforest</li> </ol>               through the human and physical features             </li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the similarities and differences of living in the UK (Hull) and               <ol style="list-style-type: none"> <li>Greece</li> <li>Scandinavia</li> <li>A mountainous region</li> </ol>               Through physical and human features.             </li> <li>Reached informed conclusions about jobs/ settlement/ location/ climate/ human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Critique the similarities and differences of living in the UK (Hull) and in               <ol style="list-style-type: none"> <li>a region in South America through physical and human features.</li> </ol> <li>Evaluate the natural resources/migration/ jobs/ settlement/ location/ climate/ human and physical features</li> </li></ul>
		<b>Hull e.g. – city, river, Humber Bridge, port, flat land, climate, island and landscape. European country – tourism – (links to history)</b>	<b>Hull e.g. – city, river, Humber Bridge, port, flat land, climate, island and landscape. European country – tourism – (links to history)</b>	<b>Physical Rainforest, Mountains and Deserts Land-locked countries much larger continent Coastal Beaches Amazon – largest by volume Andes – world's largest mountain range</b>	<b>Physical Rainforest Mountains Deserts Land-locked countries much larger continent Coastal Beaches Amazon – largest by volume Andes – world's largest mountain range Distance from the equator</b>

		<i>Distance from the equator</i> <b><i>Human</i></b> <i>Deforestation tourism trade Palm oil trade</i> <i>Rio – recognise statue - religion</i> <i>Government rule – president</i> <i>Monarch rule Queen</i>	<b><i>Human</i></b> <i>Deforestation tourism trade Palm oil trade</i> <i>Rio – recognise statue - religion</i> <i>Government rule – president</i> <i>Monarch rule Queen</i>
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**Geography: Key Stage 2 continued...**

		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li><i>describe and understand key aspects of physical geography, incl: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></li> <li><i>describe and understand key aspects of human geography, incl types of settlement and land use, economic activity incl trade links, and the distribution of natural resources incl energy, food, minerals and water</i></li> </ul>	Know how settlements are formed and the key features that humans look for.  Physical and Human features of the locality studied, Yorkshire Coast where the evacuees were sent in comparison to their urban home, Hull.  Categorise and map land use , using simple sketch maps and keys.  Describe the impact of earthquakes and volcanoes on the physical and human landscape.	To study the Rainforests biomes and the impact of deforestation upon the planet and its people.  To describe the specific features of a biome and describe their relative localities.  To understand what a vegetation belt and how this influences human settlement.  To explain the water cycle (science) and how this works within a Rainforest biome.  To locate, describe and name a number of the world's deserts (Sahara, Gobi)  To understand how the Romans shaped the UK's infrastructure.	To begin to understand trade, export and import through the invasion of the UK for its natural resources.  To explore how Scandinaivan settlements shaped our local area.  To understand riverside localities are beneficial for cities, providing trade links, industrial areas and ports.  Water cycle and rivers (revision form y4 science)  To locate and name a number of the world's longest rivers (Nile, Amazon, Yangtze) and highest mountains (Everest, Kilimanjaro)	The difference between developed and third world countries  To explore economic activity and trade, trade links.  To enquire into the reasons for human migration  To examine where the world has a wealth of natural resources and how this impacts upon the people.
		<ul style="list-style-type: none"> <li><i>In Year 3, children should explain, summarise and identify to show their understanding.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>In Year 4, children should explain, summarise and demonstrate their understanding.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>In Year 5, children should justify, apply and evaluate to show their understanding.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>In Year 6, in addition children should begin to critique and hypothesis.</i></li> </ul>
		<b><i>Settlement, needs, water, shelter, food, location</i></b> <b><i>urban, rural, city, coastal, farming, countryside, agricultural, industrial, Tectonic plates, Ring of fire, magma, mantel, volcano (see planning)</i></b>	<b><i>Rainforest, tundra, temperate, tropical, grassland, forest floor, emergent, canopy</i></b>	<b><i>Source, tributary, meander, delta, estuary, mouth</i></b>	<b><i>Debt, famine, poverty, affluent, industry, economy</i></b>

**Geographical skills and fieldwork**

<ul style="list-style-type: none"> <li>• <i>use maps, atlases, globes, digital mapping to locate countries and describe features studied</i></li> <li>• <i>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</i></li> <li>• <i>use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude (volcanic and earthquake sites)</li> <li>• Use a map to trace a journey taken by evacuees</li> <li>• Create sketch maps of the local area and begin to develop a key.</li> <li>• Using an Ordnance Survey map 1:50,000;             <ul style="list-style-type: none"> <li>• Explain some OS symbols by using a key</li> <li>• find Four figure grid references</li> <li>• Begin to demonstrate an understanding of the eight points of a compass</li> </ul> </li> <li>• Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>• observe and measure in local area field trip to Hessle (traffic survey and pedestrian count, land use mapping)</li> <li>• Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn</li> <li>• Using an Ordnance Survey map 1:50,000;</li> <li>• <i>Explain a range of OS symbols and use the key</i></li> <li>• <i>give Four figure grid references</i></li> <li>• <i>Use the eight points of a compass</i></li> <li>• Compare and contrast human and physical features using a range of photographs, maps, digital and printed resources.</li> <li>• Reach conclusions through using data and images of deforestation.</li> <li>• observe and measure on Dalby Forest Field Trip -plantation of trees, identification key for tree type, ( rainfall, temperature)</li> <li>• Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs, flow line)</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) locate countries and capitals from around the world including the northern and southern hemisphere.</li> <li>• Using an Ordnance Survey map 1:25,000;</li> <li>• <i>Classify a range of OS symbols and key</i></li> <li>• <i>Six figure grid references</i></li> <li>• <i>Estimate height using contour lines</i></li> <li>• <i>Use the eight points of a compass</i></li> <li>• Reach informed conclusions on locational studies using terrestrial, aerial and satellite photographs.</li> <li>• observe and measure (varying speed of river at different points)</li> <li>• Demonstrate an understanding of recording, presenting, interpreting and evaluating data about Rivers and mountains (pie charts, climate graphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to explore migration, locate countries and places of interest.</li> <li>• Using an Ordnance Survey map 1:25,000;</li> <li>• <i>Classify a range of OS symbols and key</i></li> <li>• <i>Six figure grid references</i></li> <li>• <i>Estimate height and slope using contour lines</i></li> <li>• <i>Apply the eight points of a compass</i></li> <li>• <i>Calculate straight line and actual distance using a scale line</i></li> <li>• Reach informed conclusions using terrestrial, aerial and satellite photographs (natural disasters, migration, trade and natural resources)</li> <li>• Observe and measure to carry out fieldwork.</li> <li>• Understand, interpret and evaluate data.</li> <li>• record and present findings to support enquiry question (scatter graphs, pie charts, climate graphs)</li> </ul>
	<p><i>Rainfall and temperature data, climate maps, physical feature, human feature, OS Maps, scale, sketch map, local, key, symbol, land use, pedestrian count, traffic survey, tectonic plates, ring of fire</i></p>	<p><i>Rainfall and temperature data, climate maps, physical feature, human feature, OS Maps, scale, key, symbol, hemisphere, biome, rainforest biomes, deciduous biomes</i></p>	<p><i>Rainfall and temperature data, climate maps, physical feature, human feature, OS Maps, scale, key, symbol, hemisphere, biome, mountain range, river, source, mouth, estuary, land use, contour, peak, tourism</i></p>	<p><i>Rainfall, temperature and climate data, climate maps, physical feature, human feature, OS Maps, scale, key, symbol, hemisphere, biome, Migration routes, trade, natural resources</i></p>