

# GEOGRAPHY CURRICULUM

## LOCATIONAL KNOWLEDGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCAL AREA/UK:</b></p> <p><i>My home and my school</i> <u>Intent-</u> Begin to understand the concept of a location using school and home as familiar examples. To know that the country we live in is called England.</p> <p><b>Our local area</b> <u>Intent-</u> Children can begin to identify locations of familiar geographical features locally e.g. park, beach.</p>	<p><b>LOCAL AREA/UK:</b></p> <p><b>Builds on-</b> Beginning to identify school, home and local area. To know that the country we live in is called England.</p> <p><b>Where I live</b> <u>Intent-</u> Children understand and can identify the location of the school and a range of locations within the school grounds and its surrounding streets.</p> <p><b>UK</b> <u>Intent-</u> Children use maps to name and locate the four countries and capital cities of the UK and its surrounding seas. They will be able to identify characteristics of each country, developing their locational awareness.</p> <p><b>WIDER WORLD:</b> <b>Continents and oceans</b> <u>Intent-</u> Children are introduced to the world map. Children name and locate the world's seven continents, five oceans.</p>	<p><b>LOCAL AREA/UK</b> <b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Identifying the location of cold places on a world map, locating the world's seven continents and oceans.</p> <p><b>North and South Pole study</b> <u>Intent-</u> Children locate hot and cold areas within continents. They can identify the locations of the North and South Poles and the Equator, Northern and Southern Hemisphere</p> <p><b>UK compared to Non-European Country</b> <u>Intent-</u> Children identify the location of a Non-European country on a world map and focus on a particular location within this continent.</p>	<p><b>LOCAL AREA/UK:</b> <b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have a secure locational awareness of the school, its grounds and the immediate local area, seven continents of the world and know about some of the hot and cold places in the world.</p> <p><b>UK study</b> <u>Intent-</u> Children name and locate England's counties and major cities of the UK as well as the locations of some of its key human and physical characteristics. They can identify how land use has changed over time and the impact of this on the location of some of these features.</p> <p><b>UK and Europe mountains and Settlements</b> <u>Intent-</u> Children identify the location of key mountains and mountain ranges in the UK and Europe. They consider the settlements of these two places and land use patterns.</p> <p><b>Coastal study UK and Europe</b> <u>Intent-</u> Children locate the world's countries using maps in Europe including Russia. Investigate and compare the locations of coastal areas and coastal features in UK and Europe.</p>	<p><b>LOCAL AREA/UK:</b> <b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have had experience of comparing contrasting locations.</p> <p><b>Compare UK and Western Europe</b> <u>Intent-</u> Children identify regions within Western Europe and can identify and compare this location with the location of the North West region of the UK.</p> <p><b>Rivers and water cycle</b> <u>Intent-</u> Children name and locate the major world rivers and rivers of the UK, our region and local area. They can identify the location of the source and mouth of a nearby river. They can describe the water cycle and explain how these have changed over time.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children can compare contrasting regions in the UK, Europe and Western Europe. Children understand the term and can locate the Equator, North and South Poles, Northern/Southern Hemispheres.</p> <p><b>South American Study</b> <u>Intent-</u> Children identify and compare the biomes and vegetation belts of South America.</p> <p><b>World study</b> <u>Intent-</u> Children locate the world's climate zones, biomes and vegetation belts. They can also explain the significance and location of the Tropic of Cancer and Tropic of Capricorn, and the Arctic and Antarctic Circles. Investigate and locate examples of 'extreme' weather.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children can compare contrasting regions in the UK, Europe and Western Europe. Children understand the term and can locate the Equator, North and South Poles, Northern/Southern Hemispheres and South America.</p> <p><b>North American study</b> <u>Intent-</u> Children identify and locate North America and compare to previous locations studied. Children perform an in-depth study considering settlements, industry and sustainability.</p> <p><b>Volcanoes and Earthquakes</b> <u>Intent-</u> Children can name and locate the Ring of Fire. They can identify the locations of volcanoes and earthquakes around the World. Children can describe the features of both and explain how they occur.</p>

## PLACE KNOWLEDGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCAL AREA/UK:</b></p> <p><b>Natural world</b>  <u>Intent-</u>                      Children develop their sense of 'place' by beginning to describe their immediate environment and its geographical features, including some similarities and differences between familiar places and places they have visited.</p>	<p><b>LOCAL AREA/UK:</b></p> <p><b>Builds on-</b>                      Children can describe some of the features of familiar places including home and school.</p> <p><b>Where I live</b>  <u>Intent-</u>                      Children can recognise the difference between physical and human features.                      Children can describe a range of geographical similarities and differences between a range of familiar places. They begin to understand that places can be compared in many different ways and that places can change over time.</p>	<p><b>LOCAL AREA/UK:</b>  <b>WIDER WORLD:</b></p> <p><b>Builds on-</b>                      Children can describe similarities and differences between familiar places. Children know what physical and human features are.</p> <p><b>Morecambe and Lancaster study</b>  <u>Intent-</u>                      Children investigate the key human and physical features of Morecambe and Lancaster and explain the geographical similarities and differences between the town and city.</p> <p><b>UK compared to Non-European Country</b>  <u>Intent-</u>                      Children understand and explain the meaning of the term 'non-European country'. Children compare Morecambe to a Non-European country including physical and human features.</p>	<p><b>LOCAL AREA/UK:</b>  <b>WIDER WORLD:</b></p> <p><b>Builds on-</b>                      Children have been introduced to the capital cities of the UK and some have identified some globally significant places around the world, including the seven continents, five oceans and a range of hot and cold places. Children can name some geographical similarities and differences between them.</p> <p><b>Coastal study UK and Europe</b>  <u>Intent-</u>                      Children develop their understanding of a wider range of places within the UK, including counties and cities and begin to understand that places in the UK beyond our local area can be compared and contrasted according to their geographical features.                      Children can describe some aspects of the human and physical geography of Europe with a focus on coastal regions. Compare with the UK.</p> <p><b>UK and Europe Mountains and Settlements</b>  <u>Intent-</u>                      Children investigate the effects of mountains and settlements on other physical and human geographical features (including settlements) in the UK and Europe.</p>	<p><b>LOCAL AREA/UK:</b>  <b>WIDER WORLD:</b></p> <p><b>Builds on-</b>                      Children have practised comparing two contrasting places in the UK and Europe</p> <p><b>Compare UK with Western Europe</b>  <u>Intent-</u>                      Children develop their comparison skills by comparing two contrasting regions - their home region and a region of Western Europe including Russia. They can identify and describe a range of similarities and differences in the human and physical geography of each region.</p> <p><b>Rivers and water cycle</b>  <u>Intent-</u>                      Children can explain the effects of rivers on the human and physical geography of the places they flow through, with a focus in more depth on a local river and its impact on the North West/ local region.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b>                      Children can compare the human and physical features of contrasting regions in the UK, Europe and Western Europe including Russia.</p> <p><b>World study</b>  <u>Intent-</u>                      Children investigate and describe the human and physical features of areas of South America and compare these to the features of other regions.</p> <p><b>South America- Biomes and Vegetation belts</b>  <u>Intent-</u>                      Children can describe biomes and vegetation belts. They can suggest a range of reasons for similarities and differences.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b>                      Children can compare the human and physical features of contrasting regions in the UK, Europe, Western Europe including Russia and South America.</p> <p><b>North America</b>  <u>Intent-</u>                      Children can make a range of comparisons between the human and physical features of significant places in North America. They can describe and compare some of the effects of economic activity and distribution of resources in the places studied and suggest how the economy could be improved.</p>

# HUMAN AND PHYSICAL GEOGRAPHY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCAL AREA/UK:</b></p> <p><i>My local area</i> <u>Intent-</u> Children begin to explore the human and physical features of their local area and begin to use basic vocabulary to identify these e.g. park, beach.</p> <p><i>The Natural World</i> <u>Intent-</u> Children begin to talk about the changes in the different seasons.</p>	<p><b>LOCAL AREA/UK WIDER WORLD:</b></p> <p><b>Builds on-</b> Children can identify some of the human and physical features of familiar places using basic vocabulary.</p> <p><i>Where I live UK</i> <b>Continents and oceans</b> <u>Intent-</u> Children continue to develop their understanding of the physical (e.g. surrounding seas) and human (e.g. capital cities) and can use basic geographical vocabulary to describe them e.g. coast, ocean.</p>	<p><b>LOCAL AREA/UK: WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have begun to understand the process and some of the changes associated with weather and the seasons. Children understand some of the physical geographical features found in continents around the world.</p> <p><b>Weather in the UK</b> <u>Intent-</u> Children can identify and describe seasonal and daily weather patterns and explain seasonal patterns and changes, including how the weather changes with each season in the UK and can use basic geographical vocabulary to describe them e.g. weather, season.</p> <p><b>North and South Pole Study</b> <u>Intent-</u> Children can discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, North and South Poles.</p>	<p><b>LOCAL AREA/UK: WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have an understanding of some of the key human and physical features of the UK, North and South Pole and non-European countries.</p> <p><i>UK Study</i> <u>Intent-</u> Children secure their understanding of the terms 'physical geography' and 'human geography' and apply these to their learning about the UK. They identify types of settlement and land use in the counties of England.</p> <p><b>UK and Europe- Mountains and Settlements</b> <u>Intent-</u> Children identify the key features of mountains and types of settlements and understand the physical processes that lead to their formation, including an understanding of plate tectonics. They can evaluate some of the impacts (both positive and negative) of mountains and settlements on human activity.</p> <p><b>Coastal study UK and Europe</b> <u>Intent-</u> Children can identify some examples of the economic activity, trade links and distribution of natural resources including energy, water, food and minerals.</p>	<p><b>LOCAL AREA/UK: WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have compared the human and physical features of two contrasting locations including UK and Europe.</p> <p><i>Compare UK with Western Europe</i> <u>Intent-</u> Children develop their understanding of the human and physical geography of the North West region and of a region in Western Europe with a focus on economic activity including trade links.</p> <p><b>Rivers and Water Cycle</b> <u>Intent-</u> Children understand the water cycle, its associated processes and some of its effects on Earth's physical geography. They identify how rivers are linked to the water cycle and understand the key features and uses of rivers and how these have changed over time, with a focus on a local river.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have compared the human and physical features of contrasting locations including UK, Europe and Western Europe. Children have an understanding of weather and the seasons as physical processes.</p> <p><i>South American Study- Biomes and vegetation belts</i> <u>Intent-</u> Children describe the human and physical geography of South America. They investigate the economic activity, land use and environmental issues in these locations and make comparisons with our region. They can discuss issues linked to the distribution of resources in these areas and understand that human activity and physical processes can have an impact on locations. Children develop an understanding of the concept of climate and identify the key features of biomes and vegetation belts.</p> <p><b>World study</b> <u>Intent-</u> Children learn about the world's climate zones. They begin to understand how climate can change over time and some effects of climate change.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have compared the physical features of locations across the world including climate zones, biomes and vegetation belts, rivers and mountains and the water cycle.</p> <p>They have discussed human geography including settlements, distribution and economic activity.</p> <p><i>North America</i> <u>Intent-</u> Children investigate the economic activity, land use and environmental issues in these locations. They can discuss issues linked to the distribution of resources in these areas and understand that human activity and physical processes can have an impact on locations. They offer ways to improve sustainability. They investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.</p> <p><b>How do volcanoes and earthquakes affect life?</b> <u>Intent-</u> Children develop an understanding of the key features and processes involved in earthquakes and volcanoes and evaluate the impact on human activity.</p>

## GEOGRAPHICAL SKILLS AND FIELDWORK

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCAL AREA/UK:</b></p> <p><i>My Local Area</i></p> <p><u>Intent-</u> Children learn what a map is and what they are used for. They begin to make observations, discuss and ask and answer questions about familiar environments. Children make attempts at drawing and making their own maps of familiar or imaginary places.</p> <p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b></p> <p><u>Intent-</u> Children will use fieldwork to study the geography of the school and local area.</p> <p><b>Visits- Park and beach</b></p>	<p><b>LOCAL AREA/UK:</b></p> <p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> <b>EYFS - Children know what a map is and have begun to use them to identify and locate geographical features.</b></p> <p><b>Where I live</b></p> <p><u>Intent-</u> Children learn to follow a route on a prepared map of school grounds/immediate local area and begin to draw own maps of familiar places/routes followed, using own symbols in simple keys. Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW). They can use aerial photos to identify familiar features within the school grounds and use tallies and tables to present findings from fieldwork.</p> <p><b>UK</b></p> <p><u>Intent-</u> Children are introduced to UK maps and are able to use them to locate the countries, capital cities and surrounding seas of the UK. They use a range of other sources to find out more about the locations studied.</p> <p><b>Continents and oceans</b></p> <p><u>Intent-</u> Children develop their understanding of world maps and globes and use them to</p>	<p><b>LOCAL AREA/UK:</b></p> <p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children can use a maps and globes to plan a route and find countries, capital cities in the UK. Children can use a maps globes and atlases to find continents.</p> <p><b>Morecambe and Lancaster Study</b></p> <p><u>Intent-</u> Children can devise their own maps with symbols and keys and begin to recognise some OS symbols on maps used. They can make selections from a wider range of sources to gain information, begin to use digital mapping and present their findings using pictograms, tallies and tables for Morecambe and Lancaster.</p> <p><b>North and South pole Non-European country</b></p> <p><u>Intent-</u> Children use simple compass directions for N.S, E and W. Children can use aerial photographs to look at the North and South Pole. Children develop their understanding of world maps by locating hot and cold areas of the planet and drawing and labelling some of the features that can be found in these places.</p>	<p><b>LOCAL AREA/UK:</b></p> <p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children can use a maps, globes and atlases to plan a route and find countries, capital cities in the UK to find continents. They can use keys, OS symbols, grid references and four compass points. Children can use first-hand observation during fieldwork.</p> <p><b>UK study Coastal study UK and Europe</b></p> <p><u>Intent-</u> Children develop their understanding of UK mapping, including identifying counties, cities and key features. Children begin to measure simple distances between locations and begin to understand the concept of scale on maps and digital maps.</p> <p><b>UK and Europe Mountains and settlements</b></p> <p><u>Intent-</u> Children develop a deeper understanding of Europe, using a range of maps and other sources to locate countries and key features, investigate geographical questions and present information and make comparisons in a range of ways. Children use geographical questions to investigate as part of a study of the physical processes of mountains.</p>	<p><b>LOCAL AREA/UK:</b></p> <p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have used a range of maps, atlases and globes to compare geographical features in the UK and Europe. Children have used the 8 points of a compass, grid references, symbols and keys. They have used fieldwork to identify human and physical features in the local area and Lake district.</p> <p><b>Compare UK with Western Europe</b></p> <p><u>Intent-</u> Children use a range- of maps, atlases and globes to study an area of Western Europe. Children use symbols and keys and six figure reference grids to build their knowledge.</p> <p><b>Rivers and water cycle</b></p> <p><u>Intent-</u> Children use a range of sources including digital technologies to understand the water cycle and present information on this in diagrams and graphs. Children use observation, map and questioning skills to investigate the significance and uses of the local river over time. They draw maps based on descriptions using complex keys and understand how contour lines are used on maps showing the river. Use scales to estimate distances e.g. along a road/river.</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have used a range of maps, atlases and globes to compare geographical features in the UK and Europe and Western Europe. Children have used the 8 points of a compass, grid references, symbols and keys. They have used fieldwork to identify human and physical features in the local area, Lake district and studied Rivers.</p> <p><b>South America- Biomes and vegetation belt</b></p> <p><u>Intent-</u> Children use a range- of maps, atlases and globes to locate an area of South America and describe features including biomes and vegetational belts. Children use an 8-point compass, grid references, symbol and keys for South America. They also develop their understanding of the reliability of geographical sources, including images, and how geographical 'facts' can be interpreted in different ways.</p> <p><b>World Study</b></p> <p><u>Intent-</u> Children use a range- of maps, atlases and globes to locate different countries in the world. Children ask and answer geographically valid questions</p>	<p><b>WIDER WORLD:</b></p> <p><b>Builds on-</b> Children have used a range of sources to compare geographical features in the UK and Europe and Western Europe. Children have used the 8 points of a compass, grid references, symbols and keys. They have used fieldwork to identify human and physical features in the local area, Lake District and a city.</p> <p><b>North America Study</b></p> <p><u>Intent-</u> Children draw on all of their geographical skills to investigate the sustainability of the planet. They ask and answer perceptive questions and suggest ways to answer these using maps, images and other secondary/tertiary sources for North America. Continue to develop their understanding of how geographical 'facts' can be manipulated or presented to support a range of opinions (e.g. on the topic of climate change). Learn to explain how different types of maps can be used to show different perspectives. They begin to critique information provided by a range of sources and organise all of the information they collect by relevance and reliability in order to support their ideas about the future sustainability.</p> <p><b>Volcanoes and Earthquakes</b></p> <p><u>Intent-</u> Children continue to develop their</p>

	<p>locate the seven continents and five oceans. They use a range of sources to find out more about these features and ask and answer questions about them. They are able to use simple locational and directional language to describe features on the world map.</p> <p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b> <u>Intent-</u> Children will use fieldwork to study the geography of the school and local area.</p> <p><b>Visits- Park, beach and local area</b></p>	<p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b> <u>Intent-</u> Children will use fieldwork to study the geography of the school and local area including Lancaster. Children can present their findings in simple graphs.</p> <p><b>Visits- Park, beach, local area and Lancaster</b></p>	<p>Following observations, they are able to present their findings in simple sketch maps.</p> <p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b> <u>Intent-</u> Children will use fieldwork to study the human and physical features of the Lake District and local area using simple maps. Understand the eight compass points and begin to use them to follow routes. Secure use of left/right from any perspective and use compasses and eight compass points to follow and describe routes.</p> <p><b>Visits- Park, beach, local area and Lake District.</b></p>	<p>They begin to use four-figure grid references and eight compass points to identify and describe locations and begin to draw to scale.</p> <p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b> <u>Intent-</u> Children will use fieldwork to study the human and physical features of the Lake District and River Lune using plans and graphs. Understand the eight compass points and begin to use them to follow routes. Secure use of left/right from any perspective. Children will engage in guided enquiries and suggest own questions for enquiry.</p> <p><b>Visits- Park, beach, local area, Lake District and River Lune.</b></p>	<p>about to the concept of climate and map the climate zones of the world. They investigate the concept of climate change including how this is represented in different ways by different sources and they begin to discuss the reliability of these sources.</p> <p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b> <u>Intent-</u> Children will use fieldwork to study the human and physical features of a city in the UK other than Lancaster using sketch maps. Understand the eight compass points and begin to use them to follow routes. Secure use of left/right from any perspective. Children will engage in guided enquiries and suggest own questions for enquiry.</p> <p><b>Visits- Park, beach, local area, Lake District plus a city.</b></p>	<p>understanding of and ability to use a range of maps to investigate physical processes and features. They organise and present information, evaluating own observations, comparing with others and making conclusions. They draw thematic maps and use 6 figure grid reference to describe position.</p> <p><b>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</b> <u>Intent-</u> Children will use fieldwork to study the human and physical features of other countries. Understand the eight compass points and begin to use them to follow routes. Secure use of left/right from any perspective. Children will engage in guided enquiries and suggest own questions for enquiry. Children will be able to generate more complete maps and recording of the physical and human features they have seen and transfer these to digital technologies.</p> <p><b>Visits- Park, beach, local area, Lake District plus a city.</b></p>
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## YEAR GROUP VOCABULARY BY STRAND

*REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS*

### Locational Knowledge

<b>EYFS</b>	West End, Chatsworth Road, Own street name
<b>Year 1</b>	Four countries of UK and capital cities Republic of Ireland, British Isles, Great Britain, North Sea, Irish Sea, English Channel, Europe, Africa, Asia, Australia (Oceania), North America, South America, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean
<b>Year 2</b>	Morecambe, Morecambe Bay, Lancaster, North Pole, South Pole, Arctic Circle, Antarctic Circle, Equator, Northern Hemisphere, Southern Hemisphere ( <i>Introduce - will be developed in KS2</i> ), Africa
<b>Year 3</b>	UK coastal locations: Aberystwyth, Bangor, Blackpool, Bournemouth, Bridlington, Brighton, Great Yarmouth, Llandudno, Newquay, Skegness, Whitley Bay Morecambe and surrounding areas. Half Moon Bay in Heysham, Bay of Biscay as part of Europe (spanning France and Spain) Counties of England, local counties - Lancashire and Cumbria, authority council borough, major UK cities (by population), European Union Mountains: Highest peaks on each continent: Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, Mount Kosciuszko
<b>Year 4</b>	UK Regions: North East, North West Yorkshire and the Humber West Midlands, East Midlands, East of England, London, South East, South West, Western Europe, Areas of the world prone to extreme weather. River Lune, Wath (source) Lancashire, Cumbria, Lancaster (city), Mouth: Plover Scar, Lancaster, other local rivers: Leven, Kent, Keer and Wyre: all of which drain into Morecambe Bay, other UK rivers: including Thames, world rivers: including Amazon River in Brazil
<b>Year 5</b>	Climate zones, Biomes, Vegetation belts, South America: Countries, major capital cities, major cities, major rivers and mountains, Brazil, Manaus (anomaly, city within a dense jungle), lines of longitude including the Prime/ Greenwich Meridian time zones, N & S Hemispheres, lines of latitude including the Equator and the Tropics of Cancer & Capricorn, Arctic and Antarctic Circle
<b>Year 6</b>	North America, Mexico and its major cities (including Mexico City), Ring of Fire, Pacific Ocean, some of the countries

### Place Knowledge

<b>EYFS</b>	Place, feature, same, different
<b>Year 1</b>	Location, local, national, area, point, building, landscape, community, <i>physical/human, similarity/difference (introduce)</i>
<b>Year 2</b>	Significant, global, international, locality, European/non-European, physical (feature), human (feature), similarity, difference
<b>Year 3</b>	Region, rural, urban, effect/impact, compare, contrast, pattern, physical geography, human geography (introduce)
<b>Year 4</b>	Compare, contrast, pattern, effect, impact, physical geography, human geography

<b>Year 5</b>	locale trend, representation, physical process, human process/activity
<b>Year 6</b>	Bias, subjective/subjectivity, interconnection, interaction, dynamic
<b>Human and Physical Geography</b>	
<b>EYFS</b>	School, playground, home/house, road/street, park, shop, field, hill, beach, river, sea, hot/cold, weather/weather vocab, season (Introduce - will be developed in KS1)
<b>Year 1</b>	capital city, town, village, farm, office, factory, port/harbour, coast, beach, cliff, forest, mountain, ocean, weather/ weather vocab, temperature, season/seasonal, names of seasons, journey, abroad
<b>Year 2</b>	Landmark, terrace/detached/ semi-detached/flat, university, border, poles, Equator (Introduce -will be developed in KS2), desert, valley, vegetation, island, national park
<b>Year 3</b>	County, suburb, settlement, land, retail, industry/industrial, leisure, tourism, business, motorway, employment, land, border, <i>million</i> , characteristic, mountain range, Types of mountain: fold, dome and fault-block, Coastal erosion, erosion landform, depositional landform, weathering, cave/arch/stack/column/stump, tide/tidal, sea defences, sea wall, breakwater, tidal barrier
<b>Year 4</b>	Economic activity, culture, trade finance, arable/pastoral/mixed, farming waste, pollution, lake, <i>summit</i> , <i>source</i> , <i>mouth</i> , <i>river bank</i> , <i>river bed</i> , <i>sea level</i> , <i>erosion</i> , body of water, tributary, upper/middle/lower course erosion, deposition, water cycle, channel, meander, delta
<b>Year 5</b>	population distribution, population density, fair/ethical trading, energy production, federation state, municipality economy, <i>GDP</i> , rainforest, forest floor/understory canopy/emergent layer, deforestation, wildfire, plains, canyon, environment/environmental atmosphere, climate (climate change) climate zones (polar, temperate tropical and desert, mountain and Mediterranean) biomes: rainforest, forest (deciduous and coniferous), grassland (savannah and temperate), desert (hot and polar), Mediterranean and tundra (Arctic and alpine) vegetation belt, peninsula strait
<b>Year 6</b>	production/distribution/ consumption of natural resources, import/export, sustainability, climate change, demographic, infrastructure, renewable/non-renewable energy, desertification, globalisation, sedimentary/igneous/ metamorphic rock, alpine, volcano, lava, magma, crust, mantle, core, plate, tectonic, vent, crater, dormant, extinct, geothermal, earthquake, fault line, epicentre, landslide, avalanche, Richter Scale, tsunami, aftershock, tremor
<b>Geographical Skills and Fieldwork</b>	
<b>EYFS</b>	Map, place, behind/in front of, next to, above, below, inside, outside, along, around, up, down, right, left (Introduce - will be developed in KS1), Where/ Where is...?
<b>Year 1</b>	Globe, world map, atlas, aerial photo, route, plan, <i>symbol</i> , <i>key</i> (Introduce - will be developed in Year 2), tally, tables, senses, direction, near/far/further left/right high/higher, compass, <i>compass direction/point</i> , North/South/East/West (Introduce - will be developed in Year 2)

<b>Year 2</b>	Symbol, key, grid, grid reference, digital map, satellite photo, zoom in/out, highlight/label, measure, pictograms, beyond, compass, direction/point, North/South/East/West, source patterns, similarity/difference
<b>Year 3</b>	Ordnance Survey (map), size, quantity, <i>scale (Introduce - will be developed throughout KS2)</i> , bar charts, angle (from Maths NC), <i>four-figure grid references coordinates easting/northing eight compass points North-East/South-East/North-West/South-West (Introduce - will be developed in Year 4)</i> distance, <i>primary and secondary data, perspective, purpose, reliability, evaluate (Introduce - will be developed throughout KS2)</i>
<b>Year 4</b>	contents/index (of atlas), contour lines, scale-bars, linear/non-linear, oblique view, purpose, reliability, acute/obtuse angles, time graphs, discrete and continuous data, four-figure grid references coordinates easting, eight compass points, North-East/South-East/North-West/South-West, evaluate, cause and effect, connection, contrast, trend ( <i>Introduce - will be developed in Years 5 and 6</i> )
<b>Year 5</b>	thematic maps, area measuring tool, timetables, line graphs, acute/obtuse/reflex angles, six-figure grid references easting/northing azimuth bearings (e.g. NE = 45°), perspective purpose, significance, reliability, relevance, conclusions, trend
<b>Year 6</b>	distribution/thematic maps, prejudice, Peters Projection, metric/imperial equivalents, pie charts, mean, radius, diameter, circumference, 16-point compass rose compass quadrant bearings e.g. 103° = S 77° E (Introduce - will be developed in KS3), Perception bias



## USEFUL RESOURCES

Online mapping and information	Morecambe Bay Curriculum	Web games	CPD
Digimaps LA31BW smurts2344	Lancaster University site for general information.	Flagle - flag game. Six attempts to guess the flag.	Geographical Association: webinars
National Geographic Mapmaker - create maps with layering	University of Cumbria - resources. (Resource shelf)	Worldle - map shape of a location, six guesses.	
Mario Maps - shows changes over time		Globe - daily location to guess in as few attempts as you can.	
Map fight - overlays to compare size			
My life elsewhere - country and city comparison			
What three words - mapping giving precise location			
NASA Earth now - current visual representation of the Earth (temperature, sea level etc)			
Marine traffic - representation of the marine activity around the world			
Flight radar - real time, flight tracker map			
GeoGuessr - visual, guess locations around the world			