Geography

Mapping	Questioning	Change	Recording	Vocabulary
Geographers create and interpret a range of geographical information.	Geographers ask and answer a range of geographical questions.	Geographers explore change and describe its causes and effects.	Geographers collect, analyse and communicate a range of data gathered through experiences of fieldwork.	Geographers use appropriate subject-specific vocabulary.

	Mapping	Questioning	Change	Recording	Vocabulary
N		→To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. →To show care and concern for living things and the environment.	→To develop an understanding of growth, decay and changes over time.		→To talk about some of the things they have observed, such as plants, animals, natural and found objects. →To talk about why things happen and how things work.
Rec			→To look closely at similarities, differences, patterns and change. →To know about similarities and differences between themselves and others, and among families, communities and traditions. →To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		
Year 1	→ Name and locate the four countries of the United Kingdom on a map or globe. → Find and name some continents on a world map. → Name the four seasons and describe typical weather conditions for each of them. → Draw a simple map labelling particular features. →Locate countries on a UK map. →Use maps, pictures and stories to find out about different places. →Locate hot and cold areas of the world. →Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.	→Ask and respond to questions about places/environments.	→ Describe how pollution (e.g. litter) affects the local environment. → Describe in simple terms how wind or water has affected the geography of an area. → Identify the similarities and differences between the local environment and one other place. → Explain what changes are taking place in the local environment.	→ Name, describe and group features of the home/school environment from first hand observations, responding to simple questions. → Collect data during fieldwork such as number of trees/houses.	→ Use the correct terms for simple geographical features in the local environment. → Use basic geographical knowledge to name physical and human features of familiar places. → Physical: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. →Human: city, town, village, factory, farm, house, office, port, harbour, shop. → Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork. → World, travel, sea, flag, United Kingdom, England, Scotland, Wales, Northern Ireland, seasons, Summer, Winter, Autumn, Spring, Africa, Asia, Europe, North America, South America, Australasia, Antarctica, location, scenery, houses, fields, shops, maps, roads, paths, towns, village, housing, flat, people, human, physical, features, man-made, similarity, difference, landmark, detached, cottage, terraced, bungalow, residential, aerial, pattern.
Year 2	→Name and locate the capital cities of the United Kingdom and its surrounding seas. →Name and locate the world's continents and oceans on a world map or globe. →Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas. →Draw simple maps or plans using symbols for a key. →Locate continents and oceans on a world map. →Use compass directions (North, South, East and West) and directional language to describe the location of geographical features and routes on a map. →Locate the Equator and the North and South Poles. →Identify and describe geographical human and physical features using an aerial photograph.	→ Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.	→ Describe and compare human and physical features seen in their local environment and other non-European places in the world. → Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment). → Describe and compare the physical similarities/differences an area in the United Kingdom and one of a contrasting non-European country. →Explain how a place has changed over time.	→ Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why these show changes at different times). → Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions. → Use information texts and the web to gather information about the world's human and physical geography. → Collect and organise data from first and second hand sources including fieldwork.	→ Use geographical vocabulary to name features of familiar and unfamiliar places. →map, country, UK, England, Scotland, Wales, Northern Ireland, France, USA, Australia, North Pole, South Pole, North America, South America, Australasia, Antarctica, human, physical, landmark, compass, north, south, east, west, direction, symbol, continent, Pacific Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, climate zone, equator, tropical, temperate, north east, north west, south east, south west, compass, northern hemisphere, southern hemisphere, tropical, adaption, key, aerial, bird's eye view, time zone, temperature, human landmark, physical landmark. →Physical features : Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. →Human features: city, town, village, factory, farm, house, office, port, harbour, shop.
Year 3	→Make comparisons of the same geographical feature in different countries. →Sequence and explain the features pf a physical weather process, such as the water cycle. →Compare and contrast areas of vegetation and biomes in two different locations. →Draw sketch maps and plans using agreed symbols for a key. →Locate geographical features on a map or atlas using symbols shown in a key. →Use the eight points of a compass to describe the location of a country or geographical feature. →Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. →Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.	→Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside).	→ Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features. → Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time. → Identify changes in the local and global environment.	→ Provide reasons for their observations, views and judgements regarding places and environments. → Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. → Locate appropriate information, needed for a task, from a source material.	→ Use technical and geological vocabulary to describe geographical processes. →Scotland, England, Northern Ireland, Wales, united Kingdom, north, south, east, west, compass, North Atlantic Ocean, North Sea, English Channel, Irish Ocean, biome, vegetation belt, rainforest, map, atlas, equator, Tropic of Cancer, Tropic of Capricorn, climate ,weather, season, temperature, rainfall, habitat, temperate forest, deciduous forest, coniferous forest, evaporate, condense, water cycle, emergent layer, canopy, deforestation, climate change, humidity, conservation.
Year 4	→ Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found. → Locate the countries of Europe (including Russia), North and South America. →use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied → Compare and contrast how areas of the world have capitalised on their physical or human features. → Draw sketch maps and plans using standardised symbols and a key. → Locate and name geographical features on an Ordnance Survey map. → Plot a route on a map or globe from one place or another, identifying countries or significant landmarks that are passed. → Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.	→ Explain how people try to sustain environments. → Offer reasons for their own views and recognise that other people may hold different views. →Identify how people both damage and improve the environment. →Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. →Discuss and comment on a range of views people hold about environmental interaction and change.	→ Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world. → Describe and explain how physical processes have changed the characteristics of a landscape, country or continent. → Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. → Describe how changes, in the features of a place, can affect the lives and activities of the people living there. →Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing processes. →Explain how extreme climates affect the lives of people living there and the human and physical geography.	→Suggest which source material to use for a specific task, locating the information needed. → Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.	→ Explain views on a geographical issue using appropriate vocabulary. →cities, rivers, mountains, features, human, physical, landmarks, infrastructure, agriculture, longitude, latitude, topography, temperature, Europe, European Union, governance, monarchy, oceans, rivers, mountains, continent, population, culture, communities, life expectancy.
Year 5	→ Name and locate countries and cities of the United Kingdom, identifying and describing their human and physical characteristics. → Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America. → Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. → Using land use and geographical features on different types of maps. → Use four and six figure grid references to locate features on an Ordnance Survey map. → Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.	→Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. →Describe how physical and human processes give a continent its unique characteristics. →Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).	→ Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. → Describe how weather and climate effects land use and food production. → Explain how things change by referring to the physical and human features of the landscape. →Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there, including the distribution of natural resources including energy, food, minerals and water.	→ Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies. → Use search engines, index, contents and other research techniques to locate and interpret information. → Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place by studying an aerial image of it.	→ Ask and answer geographical questions using correct geographical vocabulary. →continent, country, river, ocean, climate, equator, physical, human, features, rainforest, populations, tropical, subtropical, temperate, tundra, subarctic, trade, economy export, agriculture, humid, arid, tectonic plates, crust, topographical, hydroelectricity.

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Year 6	→ Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems. → Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe. → Produce accurate scaled maps. → Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping. →Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.	→ Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. →Identify geographical patterns on a range of scales. →Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. →Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.	→Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there. → Explain how physical and human processes lead to diversity and change in places.	→ Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets. → Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it. → Analyse and present more complex data, from different sources, suggesting reasons why it may vary. → Use the web and satellite mapping tools to find out and present geographical information about a place.	→ Present findings both graphically and in writing using appropriate vocabulary. →river, stream, hill, mountain, ridge, high ground, valley, crevasse, water cycle, sea level, upper/middle/lower course, source, spring, meander, ox-bow, erosion, tributary, scree, flood plain, estuary, transportation, deposition, features, environment, ranger, summit, hair-pin bend, avalanche, climate, tourism, Ordnance Survey.