

Term: Autumn Term	Subject: Geography	
NC Objectives	Key knowledge	Vocabulary
<p>EYFS Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.</p>	<p>To know that there is an observable difference between places they have visited/live. To know that not all things they have seen in different places are the same. To know that the weather can be different but there are some observable similarities eg, rain, sun, wind, snow, ice. To know that people need to look after living things and the environment.</p>	<p>garden, park, street, shops, houses, weather, rain, sun, wind, snow, ice, living things, environment</p>
<p>Year 1. Place knowledge. Geographical similarities and differences around school grounds (playgrounds, school field, woodland area, garden area, school garden)</p> <p>Skills and Fieldwork – observe features of school grounds, photograph part of school grounds, add labels. Locate photo taken on a map.</p>	<p>Know the names of different areas of school. Know the difference between inside and outside and simple descriptive language to describe the area. Know the name of some human and physical features Know how some areas of school are the same Know how some areas are different. Know we can record a favourite place by taking a photo or drawing a picture. Know we can show features of the place using a label.</p>	<p>school, field, woodland area, garden, vegetable garden, playgrounds</p> <p>Human feature: building, school, play equipment, polytunnel, fence, rubbish... Physical features: grass, trees, bushes, woods/ woodland, plants similar, same, different, difference photograph</p>
<p>Year 2. Place knowledge. Geographical similarities and differences outside the school/ local area - shops, park, nature area outside of school boundary.</p>	<p>Know some simple descriptive language to describe the area outside the school grounds. Know the name of some human and physical features. To know what these features are: cliff, ocean, soil, vegetation, factory, office, port and harbour.</p>	<p>Human feature: shop, houses, roads, restaurants, bus stops, pavements, roundabouts, motorway Physical features: grass, trees, bushes, nature reserve, pond, town, city Map, key</p>

<p>Geographical similarities and differences of a small non-European country - Kenya</p> <p>Skills and Fieldwork – take photos and label back in class. Identify human and physical features of the area. Create a map of the school grounds, identifying key landmarks. Use aerial photos, Digimaps</p>	<p>Know where Kenya is located on a map. To know that atlases can be used to locate places in the world. To understand what a physical/ human feature is. To know the names some physical features in Kenya (e.g. The National Park, Lake Victoria).</p> <p>Know we can record a favourite place by taking a photo or drawing a picture. Know we can show features of the place using a label. Know how to use aerial photographs to locate human and physical features. Know how to create a map of the school grounds with photo locations as key landmarks. Know what a key is and how it helps us read a map.</p>	<p>Africa, continent, Kenya, country, physical, human, feature, beach, mountain, desert, lake, park, city, market, school, map, atlas, location, locate, East Africa, Equator, tropical, wet, dry, border,</p>
<p>Year 3 <u>Locational Knowledge</u> locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Countries in Europe (France, Spain, Portugal, Italy, Germany, Poland, Austria, Russia, Czech Republic, Netherlands, Finland, Norway and Sweden (add any extra if relevant to class members, e.g. Hungary, Lithuania, Estonia). NB: Must include their environmental regions, key physical and human characteristics, and major cities (start with each capital city).</p>	<p>To know where France, Spain, Portugal, Italy, Germany, Poland, Austria, Russia, Czech Republic, Netherlands, Finland, Norway and Sweden are in Europe. To know that physical features are natural features. To know that human features are man-made. To know that the Alps are a mountain range in Europe. To know that the Eiffel Tower is in Paris, which is the capital city of France.</p>	<p>France, Spain, Portugal, Italy, Germany, Poland, Austria, Russia, Czech Republic, Netherlands, Finland, Norway and Sweden Human and Physical features, Alps , mountain range,</p> <p>Eiffel Tower, Paris, capital city</p> <p>Quantocks, Mendips, hills, local area, city, town, village,</p>

<p><u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom: our local area</p> <p><u>Human and Physical Geography.</u> Describe and understand key aspects of physical geography, including: rivers and the water cycle Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p><u>Geographical Skills and Fieldwork</u> <u>Skills:</u> use maps, atlases, globes and digital/computer mapping (DIGIMAPS) to locate countries and describe features studied in locational and place knowledge.</p> <p>Use the 8 points of a compass, 4 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. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. (Draw a map of the KS2 playground)</p>	<p>To know that the Quantocks and Mendips are hills in our local area. To know that the River Parrett flows through Bridgwater. To know that a city (Exeter) is bigger than a town (Taunton and Bridgwater), which is bigger than a local village</p> <p>To know that the water cycle is the movement of water from the oceans, into the clouds and back on to the land. To know that people settled in Bridgwater because of the River Parrett and the flat, fertile land.</p> <p>To know that the index in an atlas can be used to locate countries. To know that the annotate tool can be used to mark on a feature on DIGIMAPS</p> <p>To know that the key is a means to identify objects on an Ordnance Survey map. To understand how to orientate a map and know which direction is North, North East, South, South East, East West and South West. To know that a 4 figure grid reference will locate a square on an OS map. To know how to write and read a 4 figure grid reference. To know that when a sketch map is drawn it needs to have a title, key and scale.</p>	<p>rivers, water, River Parrett, water cycle, oceans, clouds, land, settlements, settled, flat, fertile land,</p> <p>orientate, points of a compass, direction, North, North East, South, South East, East West and South West. Atlas, grid reference, 4 figure grid reference, key symbols, feature, measure, distance, route, sketch</p>
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<p>Fieldwork: Bridgwater Brick and Tile Museum/ Bridgwater to Taunton Canal.</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use DIGIMAPS to measure and show the route. Draw a sketch map of the route (tracing paper overlay?) and label with key human and physical features. (Take images of the route for the chn to take note of and record on return, then present</p> <p>When studying rivers, sketch map of where the River Parrot starts/ ends and the settlement/land use it flows through. Make a model of it?</p>	<p>To know how to measure the distance of a given route using DIGIMAPS.</p> <p>To know how to draw/sketch a map of a given route,</p> <p>To know where the local river starts and ends and be able to locate these on an Ordnance Survey map.</p>	
<p>Year 4 Geography – Autumn 2</p> <p>Using maps to focus on countries in North (USA, Mexico, Canada) and South America (Brazil, Argentina, Chile, Peru, Ecuador), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Geographical similarities and differences through the study of the human and physical geography of a region of N or S America: Brazil area.</p>	<p>To know how to locate and name the world’s countries focussing on North and South America.</p> <p>To know where these countries are in North America: USA, Mexico, Canada; and in South America: Brazil, Argentina, Chile, Peru, Ecuador.</p> <p>To understand their key physical and human characteristics, countries and major cities</p> <p>Know countries where Rainforests are found</p> <p>Understand difference between weather and climate.</p> <p>(Y3 revise) Locate Rain Forest using maps and atlases. Understand and compare differences between Rio De Janeiro and the rainforest.</p> <p>Understand the differences between North and South America and the land use, mountain ranges, rivers and seas.</p>	<p>North America, South America, physical, human, characteristics, countries, major cities, understorey, emergent, canopy, shrub, deforestation, Rainforest, Amazon Rainforest, natural resources, food, energy, minerals, water.</p>

	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
<p>Year 5. Describe and understand key aspects of human geography, including economic activity and trade links. Locate the world's countries, using maps to focus on Europe.</p> <p>Locate the counties and major cities in the UK.</p> <p>Use Digimaps to present data from fieldwork. (NC: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including digital technologies). Use Digimaps to record and present human and physical characteristics of the local area. (NC: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including digital technologies).</p>	<p>Human Geography Know significant countries related to the British Empire (Canada, Egypt, South Africa, India, New Zealand, Australia). Know how the industrial revolution affected economic activity. Know which goods were traded within and with the British Empire. To know the counties in the UK (starting with those in the SW) and major cities of UK (Taunton, Exeter, Bristol, Birmingham, Southampton, London, Liverpool, Manchester, Leeds, Sheffield, York, Cardiff, Swansea, Glasgow, Edinburgh, Belfast, Dublin). Field work To know that Digimaps can be used to present data from fieldwork. To know that the annotate tool on digimaps can mark on features that we have recorded. To know that the measure tool on Digimaps can measure distances and areas. To know that Digimaps can be used to mark on and label the human and physical characteristics of the local area. To know that photos we have taken can be added onto a map of the local area using Digimaps.</p>	<p>Europe, industrial revolution, economic traded, raw materials, minerals, manufactured goods</p> <p>Counties, SW, cities of UK (Taunton, Exeter, Bristol, Birmingham, Southampton, London, Liverpool, Manchester, Leeds, Sheffield, York, Cardiff, Swansea, Glasgow, Edinburgh, Belfast, Dublin).</p> <p>Digimaps, fieldwork, annotate tool, measure tool, distances, areas, human and physical characteristics, local area, photos.</p>
<p>Year 6 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South</p>	<p>Know how to use an atlas to locate countries and cities in Europe and the world.</p>	<p>Atlas, Blitz,</p>

<p>America. (Countries involved in WWII- locating countries in Europe). Name and locate cities in the United Kingdom.</p> <p>Use the eight points of a compass, four and <i>six-figure grid</i> references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Microclimate Enquiry: Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (DIGIMAPS).</p>	<p>Know the cities in the UK that were affected by the Blitz and know why they were targeted.</p> <p>Know the 8-point compass and be able to use this to give the direction between places. Know that 4 and 6-figure grid references can be used locate a square and a point on an OS Map and know how to read and write them. Know that a key on an OS Map helps identify features.</p> <p>Know that the microclimate of an area is the small-scale changes in weather features, such as temperature and wind-speed.</p> <p>Know that an anemometer can be used to measure windspeed and that a thermometer can be used to measure temperature. To know that fieldwork can be used to investigate the local area. To know that fieldwork involves observing, measuring and recording the characteristics of the local area. To know that graphs and diagrams can be used to present the data that was collected. To know that a geographical enquiry tests a question and involves the collection and presentation of data.</p>	<p>8-point compass, 4 and 6-figure grid references,</p> <p>Microclimate, small-scale, weather features, temperature and wind-speed, anemometer, thermometer, Fieldwork, observing, measuring, recording, characteristics, local area. Graphs, diagrams, present the data. Geographical Enquiry. Collection and presentation of data.</p>
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