

Eastbury Primary School: Geography Progression Map 2020

SUBJECT: GEOGRAPHY				
	Autumn	Spring	Summer	
Year 1	<p>Topic Title: Who am I?</p> <p>Key knowledge: Location Knowledge</p> <p>Ge1/1.1a To name and locate the world's 7 continents and 5 oceans.</p> <p>Ge1/1.1b To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Key Skills:</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to</p>	<p>Topic Title: Magic Toymaker</p> <p>Key knowledge: Place Knowledge</p> <p>Ge1/1.2a To 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.</p> <p>Key Skills:</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p>	<p>Topic Title: The secret Garden</p> <p>Key knowledge: Human and physical geography</p> <p>Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Ge1/1.3b Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical Skills and Fieldwork</p> <p>Ge1/1.4b To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>Key Skills:</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of</p>	

	<p>name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Understand simple keys on a map</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Key vocabulary:</p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Begin to compare two areas using information books/ pictures as sources of information</p> <p>Key vocabulary:</p> <p>north, south, east, west</p> <p>England, Scotland, Wales, Ireland, Northern Ireland, France, Belgium (specific non-European country to be studied)</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>	<p>information.</p> <p>Use relative vocabulary Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Use relative vocabulary and begin to learn names of the 7 continents and 5 oceans</p> <p>Locate countries within the UK and begin to name these and surrounding seas</p> <p>Use picture maps and globes/ Large scale world map</p> <p>Begin to use KS1 atlas</p> <p>Follow and use directional and compass directions (N,S,E,W)</p> <p>Understand simple keys on a map</p> <p>Key vocabulary:</p> <p>Spring, summer, autumn, winter</p> <p>Equator, North pole, South pole</p> <p>Near, far, left, right, north, south, east, west</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p>
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	(See below for other vocabulary that could be considered)		<p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>
Year 2	<p>Topic Title: Treasure island</p> <p>Key knowledge: Ge1/1.3 Human and Physical Geography</p> <p>Ge1/1.3a To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Ge1/1.3b To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Topic Title: Animals</p> <p>Key knowledge: Ge1/1.4 Geographical Skills and Fieldwork</p> <p>Ge1/1.4a To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Ge1/1.4b To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map</p> <p>Key Skills:</p>	<p>Topic Title: London</p> <p>Key knowledge: Ge1/1.4 Geographical Skills and Fieldwork</p> <p>Ge1/1.4c To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Key Skills: Children encouraged to ask simple</p>

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Key Skills: Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>Follow compass directions</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for, make and use a simple key</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use a KS1 atlas to locate places</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>Follow compass directions</p> <p>Use a KS1 atlas to locate places</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Use relative vocabulary and identify the 7 continents and 5 oceans</p> <p>Use the four compass points</p> <p>Key vocabulary:</p> <p>Equator, North pole, South pole</p> <p>Near, far, left, right, north, south, east, west</p>	<p>geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make comparisons between features of different places.</p> <p>Follow compass directions</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for, make and use a simple key</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Key vocabulary:</p> <p>Aerial, landmark, key</p> <p>Near, far, left, right, north, south, east, west</p>
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	<p>Key vocabulary:</p> <p>Temperature, Equator, North pole, South pole</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>north, south, east, west</p> <p>(See below for other vocabulary that could be considered)</p>	<p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>	<p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>(See below for other vocabulary that could be considered)</p>	
<p>Year 3</p>	<p>Topic Title: Pre-Roman Britain - Bronze age and Iron age</p> <p>Key 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</p>	<p>Topic Title: Ancient Egyptians</p> <p>Key knowledge: To describe and understand key aspects of physical geography, including, rivers and mountains and the water cycle</p> <p>Key Skills:</p>	<p>Topic Title: Roman Britain</p> <p>Key knowledge: To 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 in North or South America</p>	

	<p>human characteristics, countries, and major cities</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills:</p> <p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs. Begin to use map sites on internet</p> <p>Key vocabulary:</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Analyse evidence and begin to draw conclusions between two locations</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Begin to use map sites on internet</p> <p>Key vocabulary:</p> <p>Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p>	<p>Key Skills:</p> <p>Begin to ask/initiate geographical questions. Analyse evidence and begin to draw conclusions between two locations Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs. Begin to use map sites on internet</p> <p>Key vocabulary:</p> <p>Similarities, differences, human, physical, region</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>
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	<p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique</p>	<p>Mountains: summit, slope, steep valley = gorge Tectonic plates, movement</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>Desert, grassland, tundra, rainforest, temperate forest</p>		
Year 4	<p>Topic Title: Anglo Saxons and Scots</p> <p>Key knowledge: To locate the world's countries, using maps to focus on Asia – e.g. India, Pakistan, Bangladesh, China - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills: Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p>	<p>Topic Title: Anglo Saxons and Vikings</p> <p>Key knowledge: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.3a To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p>Key Skills: Ask and respond to questions and offer their own ideas.</p>	<p>Topic Title: UK parliament</p> <p>Key knowledge: To 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 in North or South America</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a To 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 in North or South America</p> <p>Key Skills: Ask and respond to questions and offer their own ideas.</p>	

	<p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Key vocabulary:</p> <p>Similarities, differences, human, physical, region</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>	<p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Key vocabulary:</p> <p>Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p>	<p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Key vocabulary:</p> <p>Similarities, differences, human, physical, region, boundaries</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>
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		<p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique</p>		
Year 5	<p>Topic Title: Myths and Legends - Ancient Greece</p> <p>Key knowledge: Ge2/1.1 Locational Knowledge Ge2/1.1b To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4b To use the 8 points of a compass, 4 and 6-figure grid references, symbols and key.</p>	<p>Topic Title: Important people – British history</p> <p>Key knowledge: Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1c To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4c To 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>Key Skills: Begin to suggest questions for investigating</p>	<p>Topic Title: Our local area – Eastbury manor house/ River Thames</p> <p>Key knowledge: Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3b To describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Country: UK and local (Barking and Dagenham)</p> <p>Key Skills: Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale</p>	

	<p>Key Skills:</p> <p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions Use 8 compass points;</p> <p>Begin to use 4 figure co- ordinates to locate features on a map.</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p>	<p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions Use 8 compass points;</p> <p>Begin to use 4 figure co- ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p> <p>Draw a plan view map with some accuracy.</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p>	<p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions Use 8 compass points;</p> <p>Begin to use 4 figure co- ordinates to locate features on a map.</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places.</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Key vocabulary:</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>
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	<p>See bottom of sheet for list of Cities and Counties</p> <p>Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p> <p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	<p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	
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Year 6	<p>Topic Title: Life and War in the UK</p> <p>Key knowledge: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Locational Knowledge</p> <p>Tasks overview: Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4b To use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world.</p> <p>Ge2/1.4c To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>	<p>Topic Title: Rise and fall of the Shang Dynasty</p> <p>Key knowledge: To describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water in the UK and Europe.</p> <p>Ge2/1.1c To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills:</p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>	<p>Topic Title: Islamic civilisations; Baghdad c.900AD</p> <p>Key knowledge: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.3b To describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water in the UK and Europe.</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills:</p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p>	

	<p>methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Additional tasks: Ge2/1.1b Key Skills:</p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Key vocabulary:</p>	<p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use atlases to find out about other features of places</p> <p>Key vocabulary:</p> <p>human geography, trade links, the distribution of natural resources: energy, food, minerals and water in the UK and Europe.</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	<p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use atlases to find out about other features of places</p> <p>Key vocabulary:</p> <p>See bottom of sheet for list of cities/counties</p> <p>human geography, trade links, the distribution of natural resources: energy, food, minerals and water in the UK and Europe.</p>
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	<p>See bottom of sheet for list of cities/counties</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	<p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	<p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p>
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Issues:

- Drawing maps need to be taught in more year groups
- Fieldwork needs to be done in summer term
- Year 1 and 2 have the same focus (difficult to show progression of skills)

Geographical vocabulary KS1

Pupils should name the: 7x Continents: **Africa, Antarctica, Asia, Australia, Europe, North America** and **South America**. The 5 x Oceans: **Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean** and **Arctic Ocean**. Pupils should use geographical vocabulary for key physical features, including: **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**. Key human features, including: **city, town, village, factory, farm, house, office, port, harbour and shop**

Airport

Europe

map

Shop

Animals
Area
Atlas
attractive

backward
bad
barn
beach
beautiful
bridge
Britain
building
bungalow
Bus

calm
canal
centre
chapel
church
City
cliff
clinic
cloudy
coal
climate
community
compare
conservation
continent
co-ordinate

county
crops
cottage

damaged
day

Equator
factory
faraway
Farm
fence
field
fishing
Flat
Flood
fog
food
forest
forward
freeze

globe
Good
grid reference
Grow

hail
harbour
hedge
Hill
holiday
home
hospital

hotel
house

Ice

identify
improve
industry
interesting
Ireland - Dublin
island

marsh
mine
motorway
mountain

natural
near
next to
night
noisy
North pole

ocean
office
outskirts

path
photograph
pit
places
plan
plants
polar
pollution
pond
port
position

quarry
quiet

railway
rain
resort
right
river
road

Side
similar
slope
smelly
smoky
Snow
Soil
South pole
spoil
spring
station
stone
storm
stream
street
summer
Sun
symbol

terrace
Tide
Tip
town
trade
tropical
turn

up

valley
vegetation
view
village

Wales -
warm
weather
wet
west

desert
different
distance
down
Dry
dull

east
edge
England - London
environment

journey
Job

Key

lake
land
lane
left
leisure

rock
route

same
scale
school
Scotland - Edinburgh
sea
season
service
settlement

windy
winter
wood
work
world
year

Year 5/6 – list of Cities and Counties

Cities

London
Manchester
Bristol
Liverpool
Birmingham
Edinburgh
Glasgow
Leeds
Newcastle-upon-Tyne
Cambridge
Cardiff
Sheffield
York
Nottingham
Oxford
Coventry
Brighton
Belfast
Southampton
Portsmouth
Norwich
Aberdeen
Kingston-Upon-Hull

Counties

Leicester
Plymouth
Bath
Wolverhampton
Stoke-on-Trent
Swansea
Peterborough
Exeter
Milton Keynes
Durham
Preston
Dundee
Bradford
Gloucester
Salisbury
Chester
Inverness
Canterbury
Reading Worcester
Newport
Chichester
Ely
Winchester
Chelmsford
Brighton and Hove

Buckinghamshire
Cambridgeshire
Cumbria
Derbyshire
Devon
Dorset
East Sussex
Essex
Gloucestershire
Hampshire
Hertfordshire
Kent
Lancashire
Leicestershire
Lincolnshire
Norfolk
Northamptonshire
North Yorkshire
Nottinghamshire
Oxfordshire
Somerset
Staffordshire
Suffolk
Surrey
Warwickshire
West Sussex
Worcestershire