



My Geography Passport- Reception to Year 1



Early Learning Goal- Understanding of the world

I can talk about events in

- my life
- the life of my family



I know things that are similar and different for myself and others, and among families, communities and traditions.



I know things that are similar and different in relation to places, objects, materials and living things.



I can talk about features of the world around me (my own environment) and how environments might vary from one another.



I can make observations of animals and plants and explain why some things occur and talk about changes.





Reception Geography (Understanding of the world)



Vocabulary



World	town	weather
home	village	hot
place	road	cold
people	path	wet
family	house	dry
flat	tree	sky
church	Synagogue	grass
temple	Mosque	sea
forest	beach	school
shop	transport	park

Knowledge

- To know where I live.
- To learn about different communities, families and traditions via discussions and listening to stories etc.
- To learn the names of places and objects associated with my home e.g. house, flat, path, road etc.
- To make observations and talk about events in my own and my families lives
- To learn about the weather and the correct vocabulary to use.
- To learn to make observations of animals and plants.

Skills

- Enjoy talking about photographs of places and people using correct vocabulary.
- Use very simple maps or drawings to locate things.
- Talk about different places and environments saying what is the same and different
- Show sensitivity in recognising that children do not always enjoy the same things.
- Give examples of similarities and differences between myself and others re families, communities and traditions.
- Make observations on trips e.g. to the park, the Church using language taught in class.
- Begin to compare features of different environments e.g. the park compared to my house
- Ask and answer questions to learn about places, people who live there, types of food and transport



My Geography Passport- Year 1 to Year 2



Locational Knowledge

I can name and locate the four countries of the United Kingdom:

England Scotland Wales Northern Ireland

I can name and locate the capital cities of the United Kingdom:

London Edinburgh Cardiff Belfast



Place Knowledge

I can observe and describe the human and physical geography of the local area to school.

Human and Physical Geography

I can identify seasonal and daily weather patterns in the United Kingdom.

I know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.



Geographical skills and fieldwork

I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

I can use locational and directional language to describe the location of features and routes on a map.

I can use world maps, infant atlases and globes to identify the United Kingdom and its countries.

I know some continents and oceans.

I can draw picture maps of imaginary places and from stories.





Year 1 Geography



Vocabulary



local	area	school
town	city	village
countryside	capital	landmark
map	route	cathedral
direction	transport	flag
England	London	Scotland
Edinburgh	Wales	Cardiff
Ireland	Dublin	Union Jack
United Kingdom	behind	next to
left	right	straight ahead
turn	in front of	

Knowledge

- To name the four countries, capital cities and surrounding seas of the United Kingdom.
- To learn about the human and physical geography of Walkley in Sheffield and the local area to school.
- To learn about seasonal and daily weather patterns in the United Kingdom.
- To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To learn simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- To learn to use locational and directional language to describe the location of features and routes on a map.
- To know how to use world maps, infant atlases and globes to identify the United Kingdom and its countries.
- To know some continents and oceans studied at this key stage.

Skills

- Locate and identify the four countries, capital cities and surrounding seas of the United Kingdom on a map.
- Observe and describe the human and physical geography of the local area to school via fieldwork.
- Investigate and collect data for seasonal and daily weather patterns in the United Kingdom.
- Show the location of hot and cold areas of the world in relation to the Equator and the North and South Poles on a map or globe.
- Draw picture maps.
- Use different geographical sources/data e.g. photographs, simple maps
- Use locational and directional language to describe the location of features and draw or show routes on a map.
- To start to recall and identify some continents and oceans studied in Key stage 1.



My Geography Passport- Year 2 to Year 3



Locational Knowledge

I can name and locate the world's seven continents: Asia Africa Europe Australia North America South America Antarctica

I can name and locate the world's five oceans: Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean



Place Knowledge

I can understand geographical similarities and differences through studying the human and physical geography of the local area (Walkley, Sheffield) and of a contrasting non-European country e.g. Japan.

I can compare the local area/city of Sheffield to a non-European country e.g. Japan.

Human and Physical Geography

I can use basic geographical vocabulary to refer to **key physical features** including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

I can use basic geographical vocabulary to refer to **key human features**, including: city, town, village, factory, farm, house, office and shop.

I can explore different coastal features during fieldwork at a coastal location.

I can identify land use around the school.

I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Geographical skills and fieldwork

I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

I can use aerial photographs and plan perspectives to recognise landmarks and basic physical features.

I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

I can devise a simple map, use and construct basic symbols on a key.





Year 2 Geography



Vocabulary



Ocean	sea	Arctic Ocean
Atlantic Ocean	Indian Ocean	Pacific Ocean
Southern Ocean	Irish Sea	island
English Channel	Africa	North Sea
Continents	Australia	Antarctica
Asia	South America	Europe
North America	feature	map
local	symbols	community
key	bridge	settlement
structure	north	tunnel
compass	west	east
south	forest	beach
coast	river	hill
mountain	vegetation	soil
valley	town	weather
city	farm	village
factory	shop	house
office		

Knowledge

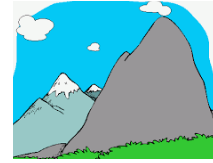
- To name the world's seven continents.
- To name the world's five oceans.
- To study the human and physical geography of the local area (Walkley, Sheffield) and of a contrasting non-European country e.g. Japan.
- To learn key geographical vocabulary to refer to key physical features e.g. beach
- To learn key geographical vocabulary to refer to key human features e.g. farm
- To know how to use world maps, infant atlases and globes to identify the United Kingdom and its countries.
- To know how to use aerial photographs and plan perspectives to recognise landmarks and basic physical features.
- To learn the compass directions (north, south, east and west) and locational language.
- To learn how to devise a simple map, use and construct basic symbols on a key.

Skills

- Locate/show the world's seven continents on a map.
- Locate/show the world's five oceans on a map.
- Compare and find geographical similarities and differences between a local area (Walkley, Sheffield) and a contrasting non-European country e.g. Japan
- To identify and discuss coastal features during fieldwork.
- To identify land use around the school using key geographical vocabulary.
- To recognise landmarks and basic physical features using aerial photographs and plan perspectives.
- To use the compass directions (north, south, east and west) and locational language to draw or follow a route on a map.
- Devise a simple map, construct and use basic symbols on a key.



My Geography Passport- Year 3 to Year 4



Locational Knowledge

I can name and locate counties and cities of the United Kingdom.

I can name and locate geographical regions, hills, mountains, cities, and land-use patterns.

I can understand how some of these aspects have changed over time.

I can name and locate the countries of Europe and identify their main physical and human characteristics.

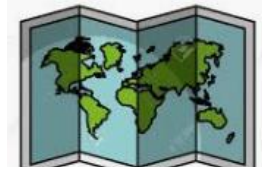
I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe. e.g. Compare Sheffield/Peak District and Greece.

Place Knowledge

I can identify the position and significance of: latitude longitude Equator Northern Hemisphere Southern Hemisphere.

Human and Physical Geography

I can describe and understand key aspects of physical geography: climate zones biomes mountains.



Geographical skills and fieldwork

I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps plans graphs digital technologies.

I can use maps, atlases, globes and digital / computer mapping to locate countries and describe features.

I can use the eight points of a compass.

I can make a map of a short route experienced, with features in the correct order.

I can make a simple scale drawing for a map.





Year 3 Geography



Vocabulary



- | | | |
|---------------|---------------|---------------------|
| eight point | symbol | key |
| compass | south | east |
| north | north-east | north-west |
| west | south-west | latitude |
| south-east | Equator | Northern Hemisphere |
| longitude | climate zones | tropical |
| hemisphere | deserts | tundra |
| temperate | grasslands | savanna |
| rainforest | tropical | Mediterranean |
| boreal forest | continental | polar |
| map | city-states | Ancient Greece |
| Kinder Scout | biomes | mountains |
| Mount Olympus | Mam Tor | Ladybower Reservoir |
| urban | land use | economic activity |
| settlement | city | residential |
| | suburbs | industry |

Knowledge

- Learn about counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, and land-use patterns; and understand how some of these aspects have changed over time.
- To learn the names of countries of Europe and facts about main physical and human characteristics.
- To learn about the human and physical geography of Sheffield/Peak District and Greece
- To learn about the position and significance of latitude, longitude, Equator, Northern Hemisphere and the Southern Hemisphere.
- To learn about climate zones, biomes and mountains.
- To learn how to use fieldwork to observe and record the human and physical features in the local area.
- To learn the eight points of a compass.
- To learn about scale drawings for maps.

Skills

- Locate counties and cities of the United Kingdom on a map including geographical regions and their identifying human and physical characteristics (hills, mountains, cities, and land-use patterns)
- Name and locate the countries of Europe and identify their main physical and human characteristics
- Compare and find geographical similarities and differences between the human and physical geography of Sheffield/Peak District and Greece.
- Identify the position of latitude, longitude, Equator, Northern Hemisphere and the Southern Hemisphere using a map.
- Have an awareness of climate zones, biomes and mountains while studying human and physical geography.
- To use sketch maps, plans, graphs and digital technologies while conducting fieldwork.
- To use maps, atlases, globes and digital / computer mapping to locate countries and describe features.
- To use the eight points of a compass.
- Make a map of a short route experienced, with features in the correct order.
- Make a simple scale drawing for a map.



My Geography Passport- Year 4 to Year 5



Locational Knowledge

I can name and locate the countries of North and South America.

I can identify their main physical and human characteristics, countries and major cities.



Place Knowledge

I can identify the position and significance of latitude longitude Equator Northern Hemisphere Southern Hemisphere The Tropic of Cancer The Tropic of Capricorn Arctic Circle Antarctic Circle.



Human and Physical Geography

I can describe and understand key aspects of volcanoes.

I can describe and understand key aspects of earthquakes.

I can describe and understand key aspects of human geography: types of settlement land use economic activity trade links the distribution of natural resources including energy, food, minerals and water (linked to Road trip USA).

Geographical skills and fieldwork

I can use maps, atlases, globes and digital / computer mapping to locate countries and describe features.

I can revise the eight points of a compass.

I can start to use four figure grid references.

I can locate places on large scale maps, (e.g. Find UK or India on globe).

I can follow a route on a large scale map.





Year 4 Geography



Vocabulary



Tropic of Cancer	Tropic of Capricorn	North American	crust
volcanoes	earthquake	Central America	magma
climate	state	Nicaragua	vent
colony	Mexico	Brazil	epicentre
Canada	Honduras	Peru	tsunami
Guatemala	South American	Bolivia	
Panama	Colombia	Celtic Britain	
Chile	Ecuador	crater	
Uruguay	map	core	
Ancient Rome	cloud	summit	
ash	lava	fault line	
eruption	mudflow	seismometer	
mantle	mantle	borough	
tectonic plates	Pompeii	Costa Rica	
Mount Vesuvius	Arctic Circle	Argentina	
Richter Scale	physical features	Venezuela	
tribes	crust	Paraguay	

Knowledge

- To learn about the countries of North and South America and identify their main physical and human characteristics, countries and major cities.
- To revise the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.
- To learn about the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- To learn about key aspects of physical geography, including volcanoes and earthquakes.
- To learn key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (North America)
- To learn about the uses of different geographical sources of information e.g. large scale maps, atlases, globes and computer mapping.
- Revise 8 points of the compass.
- To learn how to use four figure grid references.

Skills

- Name and locate the different countries of North and South America on maps and identify their main physical and human characteristics, countries and major cities.
- Revise/identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere on a map.
- Identify the position of Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a map.
- Name examples of key aspects of physical geography, including volcanoes and earthquakes e.g. Mount Vesuvius.
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (North America).
- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features.
- Begin to use four figure grid references.
- Locate places on large scale maps, (e.g. Find UK or India on globe)
- Follow a route on a large scale map.



My Geography Passport- Year 5 to Year 6



Locational Knowledge

I can name and locate geographical regions and their identifying human and physical characteristics, including rivers and understand how some of these aspects have changed over time.



Place Knowledge

I can compare a river in the United Kingdom with a river in Europe or North or South America.

Human and Physical Geography

I can describe and understand key aspects of physical geography, including rivers.

I can describe and understand key aspects of the water cycle.

I can describe and understand key aspects of human geography: types of settlement and land use economic activity trade links the distribution of natural resources including energy, food, minerals and water.

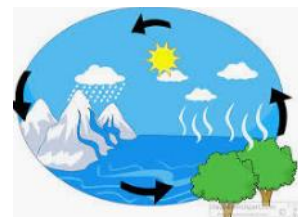
Geographical skills and fieldwork

I can collect and analyse statistics and other information in order to draw clear conclusions about locations/ivers.

I can analyse and give views on the effectiveness of different geographical representations of rivers (such as aerial images compared with maps and topological maps).

I can use atlases to find out about other features of places e.g. find wettest part of the world.

I can use four figure grid references with confidence.





Year 5 Geography



Vocabulary



- | | | |
|--|---|---|
| <ul style="list-style-type: none"> rivers source stream bed mouth silt saltwater River Don evaporation clouds atmosphere groundwater flooding | <ul style="list-style-type: none"> flows tributary basin current erosion floodplain River Nile water cycle accumulation melting respiration infiltration pollution | <ul style="list-style-type: none"> estuary meander bank canal freshwater River Severn precipitation condensation water vapour transpiration surface run-off plastic |
|--|---|---|

Knowledge

- To learn about rivers and geographical regions and their human and physical characteristics and understand how some of these aspects have changed over time.
- To learn about rivers in the United Kingdom and rivers of the world including rivers in Europe, North and South America.
- To learn about key aspects of physical geography, including rivers.
- To learn about key aspects of the water cycle.
- To learn key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Learn about the importance of statistics and other information in order to draw clear conclusions about locations/ivers.
- Learn about the effectiveness of different geographical representations of rivers (such as aerial images compared with maps and topological maps).
- Learn how to use atlases to find out about other features of places e.g. find wettest part of the world.
- Recap how to read four figure grid references.

Skills

- Name and locate rivers and geographical regions and understand how some of these aspects have changed over time.
- Compare a river in the United Kingdom with a river in Europe or North or South America.
- Describe and understand key aspects of physical geography, including rivers.
- Describe and understand key aspects of the water cycle.
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Collect and analyse statistics and other information in order to draw clear conclusions about locations/ivers via fieldwork.
- Analyse, interpret and give views on the effectiveness of different geographical representations of rivers (such as aerial images compared with maps and topological maps).
- Use atlases to find out about other features of places e.g. find wettest part of the world.
 - Read four figure grid references on maps with confidence.



My Geography Passport- Year 6 to Year 7



Locational Knowledge

I can name and locate the countries of South America and identify their main physical and human characteristics.

I can identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).

(I can also remember latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle locations from Y3/4).

Place Knowledge

I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America e.g. Sheffield and Brazil.

Human and Physical Geography

I can describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (linked to Brazil).

Geographical skills and fieldwork

I can use four figure grid references confidently (4 figure grid references are introduced in Y4/5).

I can begin to use 6 figure grid references.

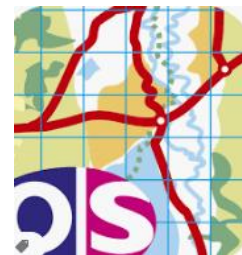
I can use latitude and longitude on atlas maps.

I can draw a variety of thematic maps based on my own data.

I can begin to draw plans of increasing complexity.

I can follow a short route on an OS map.

I can describe features shown on an OS map.





Year 6 Geography



Vocabulary



Prime Meridian
time zones
tropical
Rio de Janeiro
longitude
grid
Amazon
forest floor
canopy
Amazon River
greenhouse gases
environment
floods
ice caps
recycle

Greenwich Meridian
Day
Brasilia
Porto Alegre
Ordnance Survey
references
species
understory
deforestation
climate change
Global warming
temperature
effects
rising sea levels
fossil fuels

night
rainforest
Sao Paulo
latitude
OS Map
carnival
layers
emergent layer
damage
atmosphere
weather
drought
storms
protect
energy

Knowledge

- To learn about the countries of South America and identify their main physical and human characteristics.
- To learn about the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
- To learn about geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America e.g. Sheffield and Brazil.
- To learn about key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (linked to Brazil).
- Learn how to read six figure grid references.
- Learn how to read latitude and longitude on atlas maps.
- Learn how to use data to draw thematic maps.
- Learn how to draw maps of increasing complexity.
- Learn how to use an OS map and follow a route.

Skills

- Name and locate the countries of South America and identify their main physical and human characteristics.
- Identify the position of the Prime/Greenwich Meridian and time zones (including day and night).
- Find similarities and differences between the human and physical geography of Sheffield and Brazil.
- Describe key aspects of human geography in Brazil (types of settlement and land use), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Read six figure grid references on maps with confidence.
- Use latitude and longitude on atlas maps.
- Draw a variety of thematic maps based on my own data.
 - Draw plans of increasing complexity.
- Follow a short route on an OS map.
- Describe features shown on an OS map.