



	FS1 and FS2	Y1	Y2	Y3/4	Y5/6
<p>To investigate places</p> <p>Locational knowledge (NC objective in bold)</p>	<p>Knows similarities and differences in relation to places.</p> <p>Talks about features of own immediate environment and how environments might vary from one to another.</p> <p>To make sense of their physical world and their community through opportunities to explore, observe and find out about people, culture, places and the environment</p> <p>To learn about people, culture and communities- know about similarities and differences between themselves and others, and between different religious and cultural communities in this country.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things</p> <p>To make observations about animals and plants, explain why some things occur and talk about changes</p> <p>Uses terms such as 'busy' 'quiet', 'pollution', to describe/express opinions.</p> <p>Uses terms such as 'natural' or 'built' environment.</p> <p>To know that other children don't always enjoy the same things, and learn to be sensitive to this.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Link to Bright Lights, Big City)</p>	<p>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>• Name and locate the world's seven continents and five oceans. (Link to Coastline)</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. *(teach hills (Peak District), mountains and cities in Y3, link to- Global school unit, also focus on Climate zones and biome link to human and physical geography)</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics, countries, major cities. *(Focus on North America via the Road Trip USA topic- Y4)</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics. *Teach via Y3 Gods and Mortals unit</p> <p>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 *Teach in Y3 via Gods and Mortals unit e.g. Compare Sheffield/Peak District and Greece</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics. *Focus on South America via the Darwin's Delights topic in Y6- Rainforest focus</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including rivers, key topographical features and land-use patterns and understand how some of these aspects have changed over time. *In Y5 study rivers in depth, link to Pharaohs- rivers of the United Kingdom and the world eg .Nile. Conduct local rivers fieldwork e.g. Holmebrook Valley Park</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) *Teach about the Prime/Greenwich Meridian and time zones (including day and night in Y6. Link to- Darwins Delights-study of world time zones. Also consider world climate change/environmental issues.</p>



<p>Place knowledge (NC)</p>	<p>People, culture and communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Observe and describe the human and physical geography of a small, local area of the United Kingdom (the local area to the school) (Moon Zoom topic)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Link the local area study during the Street Detectives topic to the Towers, Tunnels and Turrets unit. *Choose a non-European city to compare/contrast to the local area/city of Sheffield or London (studied in Y1). E.g compare towers, Arts Tower, Sheffield and the Tokyo Tower or Tokyo Skytree Japan. Study great towers from around the world. Also look at tunnels, bridges and amazing structures e.g. Great Wall of China. The children will use aerial photos, maps, plans, globes and other sources of information to find out about a small area of a non-European country and to compare and contrast with Sheffield. Climate and time zones will also be mentioned</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>*Teach in Y3- latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>*Teach in Y4- the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>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</p> <p>*e.g. Brazil, the Amazon- Rainforest. Teach in Y6 linked to Darwin's delights. This should be a detailed study of the physical geography of Brazil and the Amazon Rainforest.)</p>
<p>Human and physical geography</p> <p>To investigate patterns</p>	<p>Examine change over time Looks closely at seasons and weather.</p> <p>Use the correct geographical terms</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>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>Term 1:</p> <p>(Link to Science- seasonal changes Autumn- Winter term- Moon Zoom, Autumn term- weather/local area focus- Moon Zoom/our local area)</p> <p>Revisit in Term 3:</p> <p>(Link to Science- seasonal changes Spring- Summer- Dinosaur planet summer term, Summer term- hot/cold areas of world focus, North and South poles etc- Dinosaur planet link)</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • <u>key physical features</u>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • <u>key human features</u>, including: city, town, village, factory, farm, house, office and shop *Visit a coastal location eg Whitby to explore different coastal features (Coastline topic) • Identify land use around the school. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Street Detectives topic- Go out into the local community to collect data about human features and the physical geography of the local area) 	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>*Teach earthquakes and volcanoes unit in Y4- Links to I am a Warrior- the Romans Geography unit. Direct links to Italy, Mount Vesuvius, Pompeii etc</p> <p>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</p> <p>*Link to Y4- Road trip USA</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>*Link the water cycle to Y5- Off with her head, look at the River Thames and teach the KS2 water cycle unit here, also look at Water pollution/ plastic pollution/ flooding/ environmental geography linked to the water cycle. This should be a detailed unit of work on water.</p> <p>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.</p> <p>*Y5- rivers and water cycle study</p>



				<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>*Y6- Brazil, rainforest and climate change study</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <ul style="list-style-type: none"> • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
<p>Geographical skills and fieldwork</p>	<p>Imaginary landscape Use the correct geographical terms</p> <p>Use vocabulary like: Town Village Road Path House Flat Temple Synagogue</p> <p>To help children to make distinctions in their observations</p> <p>Examine photographs/simple maps. Visit local places of interest.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>(Link to Moon Zoom... Map skills, Google Earth, globes, the world and the local area, where do the children live?)</p> <p>Introduce world maps, infant atlases and globes to identify the United Kingdom and its countries (Bright Lights, big city). Introduce some countries, continents and oceans studied at this key stage. (Dinosaur planet link Start to think about animals at risk of extinction and locations in the world) .</p> <p>Use locational and directional language to describe the location of features and routes on a map. Positional language includes behind, next to and in front of, near and far. Directional language includes left, right, straight ahead and turn (Moon Zoom and Bright lights big city)</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (Coastline unit)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic physical features (Coastline unit)</p> <p>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.</p> <p>(Coastline unit)</p>	<p>Use fieldwork to observe and record 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>*Teach via Y3- Our Global School topic</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features. Look at a range of aerial images showing sites of ancient Celtic hillforts and describe what can be seen. Include descriptions of the shape, site and positioning of ruins including other geographical features nearby, such as woods and rivers. Make a sketch map to show the shape of a ruin and its neighbouring geographical features and explain why the Celts chose to build a fort in that particular spot. (Y4- I am a Warrior unit)</p> <p>Use a range of resources to identify the key physical and human features of a location. (Our Global school /Greece- Y3)</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways (Y3 Our Global school,</p> <p>Use the eight points of a compass (Y3- Global school)</p> <p>Use the eight points of a compass and four figure grid references (Y4-key skills)</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. (Y5- Rivers topic linked to a possible field trip e.g. Holmebrook Valley Park- river experiments</p> <p>Y6- Data linked to the rainforest study or climate change</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map)</p> <p>*Link to work on river in Y5 Link to Rainforest work in Y6</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p> <p>(Link to Y5 and Y6 units)</p>



<p>Map skills/knowledge</p>	<p>Use maps and primary sources to study their local area and the wider world.</p>	<p>Draw picture maps of imaginary place and from stories.</p>	<p>NC: Devise a simple map; use and construct basic symbols in a key.</p> <p>(Coastline topic, Street Detectives topic)</p>	<p>Y3- Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.</p> <p>Y4- Locate places on large scale maps, (e.g. Find UK or India on globe) .Follow a route on a large scale map.</p>	<p>Y5- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).</p> <p>Y6- Use an Ordnance Survey map.</p>																																																																																																																																																																																																																																																																																																																							
<p>Key vocabulary (Please see the Geography learning Passport too)</p>	<p>FS2 vocab:</p> <table border="0"> <tr><td>World</td><td>town</td><td>weather</td></tr> <tr><td>Home</td><td>village</td><td>hot</td></tr> <tr><td>Place</td><td>road</td><td>cold</td></tr> <tr><td>People</td><td>path</td><td>wet</td></tr> <tr><td>Family</td><td>house</td><td>dry</td></tr> <tr><td>Flat</td><td>tree</td><td>sky</td></tr> <tr><td>Church</td><td>Synagogue</td><td>grass</td></tr> <tr><td>Temple</td><td>Mosque</td><td>sea</td></tr> <tr><td>Forest</td><td>beach</td><td>school</td></tr> <tr><td>Shop</td><td>transport</td><td>park</td></tr> </table>	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	<p>Y1 vocab:</p> <table border="0"> <tr><td>Local</td><td>area</td><td>school</td></tr> <tr><td>Town</td><td>city</td><td>village</td></tr> <tr><td>Countryside</td><td>capital</td><td>landmark</td></tr> <tr><td>Map</td><td>route</td><td>cathedral</td></tr> <tr><td>Direction</td><td>transport</td><td>flag</td></tr> <tr><td>England</td><td>London</td><td>Scotland</td></tr> <tr><td>Edinburgh</td><td>Wales</td><td>Cardiff</td><td>turn</td></tr> <tr><td>Ireland</td><td>Dublin</td><td>Union Jack</td></tr> <tr><td>United Kingdom</td><td>behind</td><td>next to</td><td>in front of</td></tr> <tr><td>Left</td><td>right</td><td>straight ahead</td></tr> </table>	Local	area	school	Town	city	village	Countryside	capital	landmark	Map	route	cathedral	Direction	transport	flag	England	London	Scotland	Edinburgh	Wales	Cardiff	turn	Ireland	Dublin	Union Jack	United Kingdom	behind	next to	in front of	Left	right	straight ahead	<p>Y2 vocab:</p> <table border="0"> <tr><td>Ocean</td><td>sea</td><td>Arctic Ocean</td></tr> <tr><td>Atlantic Ocean</td><td>Indian Ocean</td><td>Pacific Ocean</td></tr> <tr><td>Southern Ocean</td><td>United Kingdom</td><td>island</td></tr> <tr><td>English Channel</td><td>Irish Sea</td><td>North Sea</td></tr> <tr><td>Continents</td><td>Africa</td><td>Antarctica</td></tr> <tr><td>Asia</td><td>Australia</td><td>Europe</td></tr> <tr><td>North America</td><td>South America</td><td>map</td></tr> <tr><td>local</td><td>features</td><td>community</td></tr> <tr><td>key</td><td>symbols</td><td>settlement</td></tr> <tr><td>structure</td><td>bridge</td><td>tunnel</td></tr> <tr><td>compass</td><td>north</td><td>east</td></tr> <tr><td>south</td><td>west</td><td>beach</td></tr> <tr><td>coast</td><td>forest</td><td>hill</td></tr> <tr><td>mountain</td><td>river</td><td>soil</td></tr> <tr><td>valley</td><td>vegetation</td><td>weather</td></tr> <tr><td>city</td><td>town</td><td>village</td></tr> <tr><td>factory</td><td>farm</td><td>house</td></tr> <tr><td>office</td><td>shop</td><td></td></tr> </table>	Ocean	sea	Arctic Ocean	Atlantic Ocean	Indian Ocean	Pacific Ocean	Southern Ocean	United 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<tr><td>temperate</td><td>continental</td><td>polar</td></tr> <tr><td>tundra</td><td>City-states</td><td>Ancient Greece</td></tr> <tr><td>map</td><td>biomes</td><td>mountains</td></tr> <tr><td>Kinder Scout</td><td>Mam Tor</td><td>Ladybower reservoir</td></tr> <tr><td>Mount Olympus</td><td>land use</td><td>economic activity</td></tr> <tr><td>Urban</td><td>city</td><td>residential</td></tr> <tr><td>settlement</td><td>suburbs</td><td>industry</td></tr> </table> <p>Y4 vocab:</p> <table border="0"> <tr><td>Tropic of Cancer</td><td>Tropic of Capricorn</td><td>Arctic Circle</td><td>Antarctic Circle</td></tr> <tr><td>volcanoes</td><td>earthquakes</td><td>physical features</td><td>Borough</td></tr> <tr><td>climate colony</td><td>state</td><td>North American continent</td><td>USA</td></tr> <tr><td>Canada</td><td>Mexico</td><td>Central American countries</td><td></td></tr> <tr><td>Guatemala</td><td>Honduras</td><td>Nicaragua</td><td>Costa Rica</td></tr> <tr><td>Panama</td><td>South American continent</td><td>Brazil</td><td>Argentina</td></tr> <tr><td>Chile</td><td>Colombia</td><td>Peru</td><td>Venezuela</td></tr> <tr><td>Uruguay</td><td>Ecuador</td><td>Bolivia</td><td>Paraguay</td></tr> <tr><td>Ancient Rome</td><td>map</td><td>Celtic Britain</td><td>tribes</td></tr> <tr><td>ash</td><td>cloud</td><td>crater</td><td>crust</td></tr> <tr><td>eruption</td><td>lava</td><td>core</td><td>magma</td></tr> <tr><td>mantle</td><td>mudflow</td><td>summit</td><td>vent</td></tr> <tr><td>tectonic plates</td><td>mantle</td><td>fault line</td><td>epicentre</td></tr> <tr><td>Mount Vesuvius</td><td>Pompeii</td><td>seismometer</td><td>tsunami</td></tr> <tr><td>Richter scale</td><td></td><td></td><td></td></tr> </table>	eight points of compass	symbol	key	north	south	east	west	north-east	north-west	south-east	south-west	latitude	longitude	Equator	Northern Hemisphere	Southern Hemisphere	climate zones	tropical	temperate	deserts	tundra	rainforest	grasslands	savanna	boreal 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<tr><td>Rio de Janeiro</td><td>Porto Alegre</td><td>latitude</td></tr> <tr><td>longitude</td><td>Ordnance Survey</td><td>OS map</td></tr> <tr><td>grid</td><td>references</td><td>carnival</td></tr> <tr><td>Amazon</td><td>species</td><td>layers</td></tr> <tr><td>Forest Floor</td><td>understory</td><td>emergent layer</td></tr> <tr><td>canopy</td><td>deforestation</td><td>damage</td></tr> <tr><td>Amazon River</td><td>climate change</td><td>atmosphere</td></tr> <tr><td>Greenhouse gases</td><td>Global warming</td><td>weather</td></tr> <tr><td>environment</td><td>temperature</td><td>drought</td></tr> <tr><td>floods</td><td>effects</td><td>storms</td></tr> <tr><td>ice caps</td><td>rising sea levels</td><td>protect</td></tr> <tr><td>recycle</td><td>fossil fuels</td><td>energy</td></tr> </table>	rivers	flows	estuary	source	tributary	meander	stream	basin	bank	bed	current	canal	mouth	erosion	freshwater	silt	floodplain	estuary	saltwater	River Nile	River Severn	River Don	Water Cycle	precipitation	evaporation	accumulation	condensation	clouds	melting	water vapour	atmosphere	respiration	transpiration	groundwater	infiltration	surface run-off	flooding	pollution	plastic	Prime Meridian	Greenwich Meridian	night	time zones	day		South America	Brazil	rainforest	tropical	Brasilia	Sao Paulo	Rio de Janeiro	Porto Alegre	latitude	longitude	Ordnance Survey	OS map	grid	references	carnival	Amazon	species	layers	Forest Floor	understory	emergent layer	canopy	deforestation	damage	Amazon River	climate change	atmosphere	Greenhouse gases	Global warming	weather	environment	temperature	drought	floods	effects	storms	ice caps	rising sea levels	protect	recycle	fossil fuels	energy
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