

	COMPONENTS of KNOWLEDGE							
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> ➤ Comments and asks questions about aspects of their familiar world such as the natural world. ➤ Shows care and concern for the environment. 	<ul style="list-style-type: none"> ➤ Looks closely at similarities, differences, patterns and change. ➤ Talks about the features of their own immediate environment and how environments might vary from one another. ➤ Early Learning Goal: Children know about similarities and differences in relation to places 	<ul style="list-style-type: none"> ➤ Name and locate Europe as a continent and locate The United Kingdom within Europe. ➤ Name and identify the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> ➤ Name and locate the world’s seven continents and five oceans ➤ Identify characteristics of the four countries and capital cities of the United Kingdom and their surrounding seas 	<ul style="list-style-type: none"> ➤ Name and locate the countries and capital cities in Europe and name the seas around Europe including seas which link England to Europe ➤ Name and locate the counties in the UK ➤ Identify the position of the equator and the significance of the location. 	<ul style="list-style-type: none"> ➤ To investigate which European countries share a border – which European country has the most shared borders ➤ Name and locate the counties and major cities in the UK ➤ Identify the position of Northern and southern hemisphere and the significance of the location. 	<ul style="list-style-type: none"> ➤ Using maps make comparisons between North and South American. ➤ Identify the position of Prime/ Greenwich meridian and time zones. ➤ Identify the position of the position of latitude and longitude. 	<ul style="list-style-type: none"> ➤ Using maps make comparisons between North and South American. ➤ Identify the significance of Prime/ Greenwich meridian and time zones. ➤ Identify the significance of the position of latitude and longitude.
Vocabulary	<p>Natural Familiar World Place Care concern Environment</p>	<p>Similarities differences Patterns Change</p>	<p>Europe Continent United Kingdom</p> <p>UK countries and capital cities:</p> <ul style="list-style-type: none"> ➤ England, London, ➤ Wales, Cardiff, ➤ Scotland, Edinburgh ➤ Northern Ireland, Belfast 	<p>5 oceans:</p> <ul style="list-style-type: none"> ➤ Pacific, Atlantic, Indian, Southern, Arctic, <p>7 continents:</p> <ul style="list-style-type: none"> ➤ Asia, Africa, North America, South America, Antarctica, Europe, Australia. 	<p>Link Counties City Landmark borders environmental region major city</p>	<p>Counties, city, landmark, Europe, borders, environmental region, major city locational</p>	<p>Counties, city, landmark, Europe, borders, environmental region, major city</p>	<p>Counties, city, landmark, Europe, borders, environmental region, major city North and South America Prime Greenwich meridian Time zones</p>
Place Knowledge	<ul style="list-style-type: none"> ➤ Comments and asks questions about aspects of their familiar world such as the place where they live 	<ul style="list-style-type: none"> ➤ Look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Teignmouth. 	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences between the UK and a small area in a contrasting non-European country 	<ul style="list-style-type: none"> ➤ To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	<ul style="list-style-type: none"> ➤ To understand geographical similarities and differences through the study of human and physical geography of a region in a European country 	<ul style="list-style-type: none"> ➤ To understand geographical similarities and differences through the study of human and physical geography of a region in North America 	<ul style="list-style-type: none"> ➤ To understand geographical similarities and differences through the study of human and physical geography of a region in South America

Vocabulary	Home School Work Shops Park	Similarities Differences Pattern Change	Human geography Physical geography UK Town Village	Contrasting Non-European country	Region of UK	Region of European country	Region of North America	Region of South America
Human and physical geography	<ul style="list-style-type: none"> ➤ Remembers and talks about significant events in their own experience. ➤ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> ➤ Early Learning Goals They know about similarities and differences between themselves and others, and among families, communities, and traditions. 	<ul style="list-style-type: none"> ➤ Use basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> ➤ Identify seasonal and daily weather patterns in the United Kingdom ➤ Name and locate the hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> ➤ To learn about a European country (Spain – link to MFL) and compare with England including cities and human and physical features ➤ Physical - Describe and understand the key aspects of rivers and mountains, including the water cycle. ➤ Human - Describe and understand the key aspects of food and water. 	<ul style="list-style-type: none"> ➤ To learn about a European country (Spain – link to MFL) and compare with England including cities and human and physical features (including environmental features) ➤ Physical - Describe and understand the key aspects of climate zones ➤ Human - Describe and understand the types of land use. 	<ul style="list-style-type: none"> ➤ To understand what topographical means and to be able to use a topographical maps to spot features in North America (to make comparisons to Devon) ➤ Physical - Describe and understand the key aspects of biomes and volcanoes and earthquakes. ➤ Human - Describe and understand the key aspects of minerals, energy and types of settlement. 	<ul style="list-style-type: none"> ➤ To make comparisons using topographical maps with North and South America ➤ Physical - Describe and understand the key aspects of vegetation belt and volcanoes and earthquakes. ➤ Human - Describe and understand the key aspects of economic activity (trade links)
Vocabulary	Celebration Holiday Christmas Festival Birthday.	Community Family Traditions	Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop	Season Seasonal changes and patterns Weather Hot Cold Equator North Pole South Pole	City/cities Mountains Human geography Physical geography European Comparisons Water cycle	Climate Zones Environmental	Topographical Biomes Volcanoes Earthquakes Minerals Energy Settlement	North/South America Economic Trade links

Our Lady and St Patrick's RC Primary School

Curriculum Intent: Geography

<p>Geography skills and Fieldwork</p>	<p><u>Local area:</u></p> <ul style="list-style-type: none"> ➤ Where would we go to post a letter? ➤ How could we get there? <p><u>Within the school:</u></p> <ul style="list-style-type: none"> ➤ Where would we go in the school if we wanted to borrow a book? ➤ Where would we go if we wanted to do some gardening? ➤ Where do we go to have lunch? ➤ Can we find these places on a school map? ➤ Where would a Pirate bury his treasure in our school? Make a treasure map. ➤ Where could the Easter Rabbit hide eggs? ➤ If you wanted to make a garden where could you put it in the school? ➤ If you wanted to make a bug hotel where could we put it? 	<ul style="list-style-type: none"> ➤ Where would the best place for a picnic bench be in school? ➤ What would you pack for a hot holiday? ➤ What would you pack for a cold holiday? ➤ Experience temperature and how it makes their bodies feel. 	<ul style="list-style-type: none"> ➤ Use world maps, atlases and globes to identify the United Kingdom and its countries ➤ Use and locational and directional language [for example, near and far; left and right] ➤ devise a simple map ➤ use and construct basic symbols in a key ➤ use simple fieldwork and observational skills to study the geography of their school and its grounds ➤ identify the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> ➤ Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage ➤ Use simple compass directions (North, South, East and West) ➤ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> ➤ To know the 8 points of the compass to build on knowledge of 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, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> ➤ To know and use the eight points of a compass to build on knowledge of United Kingdom and the Wider World ➤ To understand symbols and keys to build on knowledge of United Kingdom and the Wider World ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> ➤ To understand the four 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 ➤ To use map keys to understand differences in land 	<ul style="list-style-type: none"> ➤ To understand the six 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 ➤ To use maps, atlases, globes and SAT NAV
<p>Vocabulary</p>	<p>Questioning words (how, why, where, what)</p>	<p>Temperature Map Holiday Picnic Weather Hot Cold Warm Feeling</p>	<p>World maps Atlases Globes Continents Ocean Near Far Left Right Human/Physical Features</p>	<p>North South East West Symbol Feature Aerial photographs Perspective Landmarks</p>	<p>8 points of the compass Observe Measure Record Present Sketch maps Plans Graphs Digital technologies</p>	<p>Symbols Keys Computer mapping</p>	<p>Four figure grid Ordnance survey map</p>	<p>Six figure grid SAT NAV</p>