

Geography Curriculum Framework													
Vocab	Geographical Skills And Enquiry				Locational Knowledge			Physical And Human Geography			Place Knowledge		
	Map And Atlas Work		Fieldwork And Investigation		The UK And Local Area	The World And The Continents		Physical Themes		Human Themes	Understanding Places And Connections		
KS1	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.	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.	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.		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.		Know the 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.	Know and use the 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.	Know and use the basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Know and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Know and understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.	
Lower key stage 2	Geographical Skills And Enquiry				Locational Knowledge			Physical And Human Geography			Place Knowledge		
	Map and atlas work		Fieldwork And Investigation		The UK And Local Area	The World And The Continents		Physical Themes		Human Themes	Understanding Places And Connections		
Key knowledge	Know symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.	Use a simple letter and number grid. The child can give direction instructions up to four compass points. The child can use large-scale maps	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Locate the world's countries, focusing on Europe and North and South America.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the	Describe key aspects of physical geography including: climate zones, biomes and vegetation belts.	Describe key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle	Describe and understand key aspects of human geography, including: types of settlement and land use.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within	Establish an understanding of the interaction between physical and human processes.

		outside. <i>(E.g. Follow a local river downstream on an OS map. Identify some features of the river.)</i>	basic symbols in a key.	and physical features of its surrounding environment.			Prime/Greenwich Meridian and time zones (including day and night).					North or South America.	
	Geographical Skills and Enquiry			Geographical Knowledge			Physical and Human Geography			Place Knowledge			
Upper key stage 2	Map And Atlas Work		Fieldwork And Investigation		The UK And Local Area	The World And The Continents		Physical Themes		Human Themes	Understanding Places And Connections		
Key knowledge	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use a simple letter and number grid. Give direction instructions up to eight compass points. Use large-scale maps outside.	Use aerial photographs and plans to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	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.	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Locate the world's countries, focusing on Europe and North and South America.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.	Describe and understand key aspects of: earthquakes and volcanoes, rivers, mountains and the water cycle	Describe and understand the key aspects of human geography, including: types of settlement and land use.	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	Establish an understanding of the interaction between physical and human processes.

GEOGRAPHICAL CONCEPTS

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Place

- Understanding the physical and human characteristics of real places.
 - Developing 'geographical imaginations' of places.

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places - the world, the country in which they live, their neighbourhood - which form their 'geographical imaginations'. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places.

Space

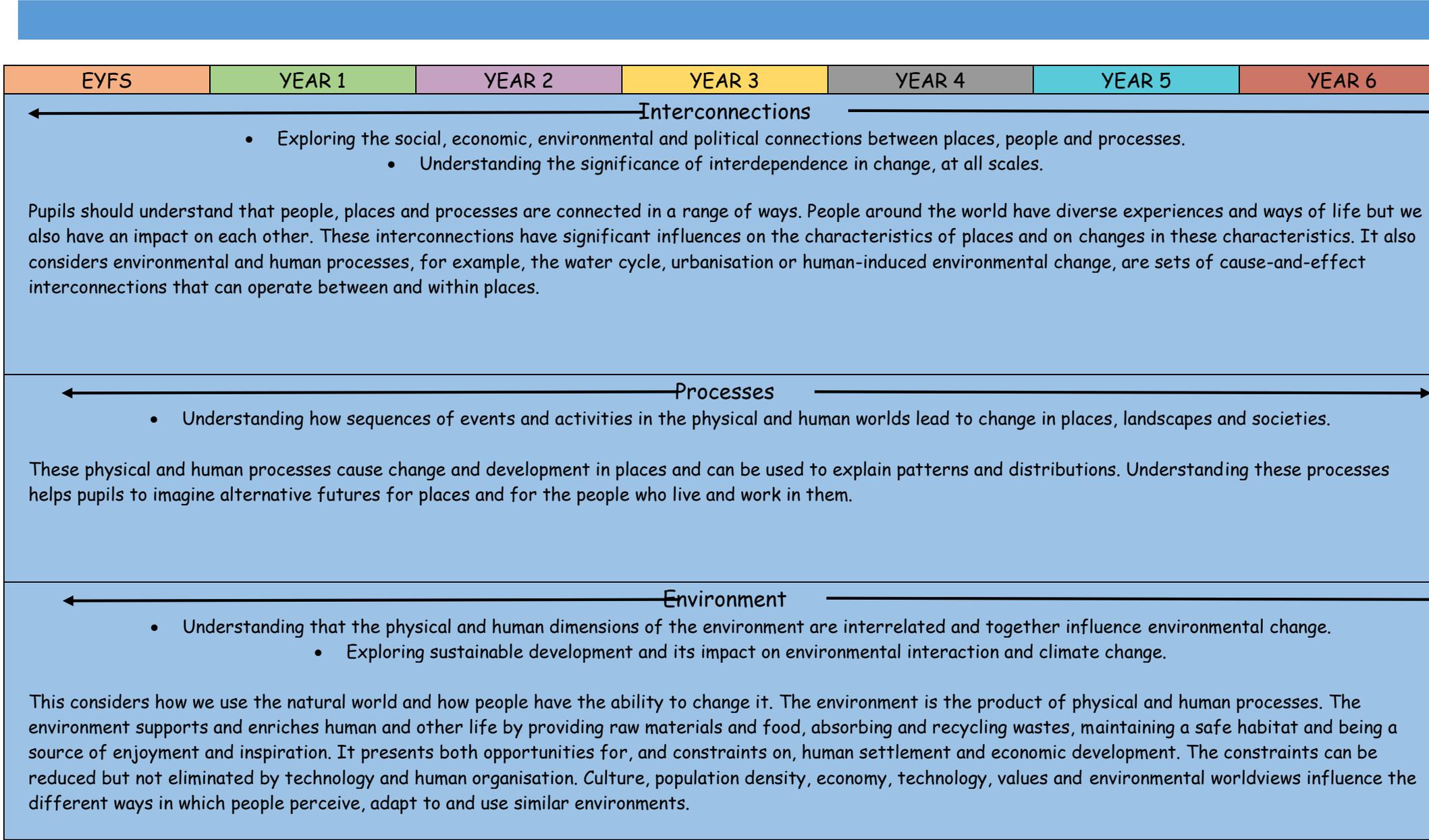
- Understanding the interactions between places and the networks created by flows of information, people and goods.
- Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.

Scale

- Appreciating different scales - from personal and local to national, international and global.
 - Making links between scales to develop understanding of geographical ideas.

Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.



YEAR GROUP VOCABULARY BY STRAND

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)							
Locational Knowledge	<p>Springfield, Haye and Elburton Road</p> <p>Own street name</p> <p>Elburton Plymstock Plymouth</p> <p><i>North Pole</i> <i>South Pole</i> <i>(Introduce - will be developed in KS1)</i></p>	<p>Springfield Rd, Elburton Rd, Furzehatt Rd,</p> <p>United Kingdom + four countries of UK and capital cities Republic of Ireland</p> <p>British Isles Great Britain</p> <p>North Sea Irish Sea English Channel</p> <p>Europe Africa Asia Australia North America South America Antarctica</p> <p>Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean</p>	<p>Sherford, Plymstock, Plymouth, Elburton, Staddiscombe, Orestn, Hooe, Devonport</p> <p><i>Alternatives:</i> Australasia Oceania Eurasia Afro-Eurasia</p> <p>North and South Atlantic Ocean</p> <p>North Pole South Pole Arctic Circle Antarctic Circle</p> <p><i>Equator</i> <i>Northern Hemisphere</i> <i>Southern Hemisphere</i> <i>(Introduce - will be developed in KS2)</i></p> <p>Zambia River Zambezi Mugurameno</p>	<p>Plymouth + major surrounding suburbs</p> <p><u>UK Regions:</u> North East, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, South West</p> <p><u>Local counties/authorities</u> Cornwall, Devon, Somerset, Dorset</p> <p>+ other significant UK counties by population/area</p> <p>authority council borough</p> <p><u>Major UK cities</u> (by population)</p> <p><u>Europe</u> Countries + major capital cities (by population/area) including Paris + major rivers/mountains (by length/height)</p> <p>European Union</p>	<p><u>Other local river</u> <u>Tamar Yealm Plym</u></p> <p><u>Other UK rivers</u> Severn, Thames, Trent Wye, Tay, Clyde, Spay Tweed, Bann</p> <p><u>World rivers</u> Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga</p> <p>N & S Hemispheres</p> <p>Lines of latitude including the Equator and the Tropics of Cancer & Capricorn</p> <p><u>Volcanoes and Earthquakes</u> Selected City + other major cities (by population), rivers, mountains (including volcanoes) and location of major earthquakes.</p> <p>Ring of Fire + other volcanoes/earthquakes in each continent</p>	<p><u>UK coastal locations</u> Aberystwyth, Bangor, Blackpool, Bournemouth, Bridlington, Brighton, Great Yarmouth, Llandudno, Morecambe, Newquay, Skegness, Wembury, Polzeath, Newquay, Bantham, Mothercombe, Plymouth hoe, Bovisand, Whitley Bay</p> <p>Lines of longitude including the Prime/ Greenwich Meridian</p> <p>Countries/cities in continents not covered that are of interest to the children/in the news</p>	<p>Danby + other major market towns/villages of North York Moors</p> <p><u>North and South America</u> Countries + major capital cities + other major cities (by population) + major rivers and mountains Atacama Desert</p> <p><u>Mountains</u> <u>Highest peaks on each continent:</u> Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, Mount Kosciuszko</p> <p>+ UK mountain ranges + examples of fold, dome and fault-block mountains/mountain ranges <u>Brazil</u> Brasilia Rio De Janeiro Sao Paolo + other major cities (by population), regions, rivers and mountains</p>



Place Knowledge	place feature same different	location local national area point building landscape community <i>physical/human similarity/difference (introduce)</i>	significant global international locality European/non-European physical (feature) human (feature) similarity difference	region rural urban <i>effect/impact compare contrast pattern physical geography human geography (introduce)</i>	compare contrast pattern effect impact physical geography human geography	locale trend representation physical process human process/activity	bias subjective/subjectivity interconnection interaction dynamic
Human and Physical Geography	school playground home/house road/street park shop field hill beach river sea hot/cold weather + weather vocab season <i>(Introduce - will be developed in KS1)</i>	(capital) city town village farm office factory port/harbour coast beach cliff forest mountain ocean weather (+ weather vocab) temperature season/seasonal + <i>(names of seasons)</i> journey abroad object (from Sci NC)	landmark terrace/detached/ semi-detached/flat airport university mine dam border <i>poles Equator (Introduce - will be developed in KS2)</i> desert valley vegetation island national park habitat life cycle food chain/web <i>(from Sci NC)</i>	county borough suburb settlement land use retail industry/industrial leisure tourism business motorway employment land border <i>million (introduce for population - Y5 Maths NC)</i> characteristic mountain range lake <i>summit source mouth river bank river bed sea level (Introduce - will be developed in Year 4)</i> <i>natural resources</i>	economic activity culture trade finance arable/pastoral/mixed farming waste pollution environment/environmental atmosphere climate (climate change) climate zones (polar, temperate tropical and desert, mountain and Mediterranean) biomes: rainforest, forest (deciduous and coniferous), grassland (savannah and temperate), desert (hot and polar), Mediterranean and tundra (Arctic and alpine) vegetation belt volcano lava magma peninsula strait body of water tributary upper/middle/lower course erosion deposition water cycle source mouth river bank river bed channel meander delta plate tectonic vent crater dormant extinct	population distribution population density fair/ethical trading energy production federation state municipality favela economy GDP rainforest forest floor/understory canopy/emergent layer deforestation wildfire plains canyon coastal erosion erosion landform depositional landform longshore drift weathering cave/arch/stack/column/ stump tide/tidal coastal management sea defences sea wall breakwater tidal barrier groynes gabions revetments	production/distribution/ consumption of natural resources import/export sustainability climate change demographic <i>sphere of influence (Introduce)</i> infrastructure renewable/non-renewable energy desertification globalisation <i>sedimentary/igneous/ metamorphic rock alpine types of mountain: fold, dome and fault-block crust mantle core</i>

					geothermal earthquake fault line epicentre landslide avalanche Richter Scale tsunami aftershock tremor		
Geographical Skills and Fieldwork	map place behind/in front of next to above below inside outside along around up down left right (Introduce - will be developed in KS1) Where/ Where is...?	globe world map atlas aerial photo route plan symbol key (Introduce - will be developed in Year 2) tally tables (from Maths NC) senses (from Sci NC) direction near/far/further left/right high/higher compass compass direction/point North/South /East/West (Introduce - will be developed in Year 2)	symbol key grid grid reference digital map satellite photo zoom in/out highlight/label measure pictograms (from Maths NC) beyond compass direction/point North/South /East/West (Introduce - will be developed in Year 2) source patterns similarity/difference	Ordnance Survey (map) size quantity scale (Introduce - will be developed throughout KS2) bar charts angle (from Maths NC) four-figure grid references coordinates eastings/northings eight compass points North-East/South-East/North-West/South-West (Introduce - will be developed in Year 4) distance primary and secondary data perspective purpose reliability evaluate (Introduce - will be developed throughout KS2)	contents/index (of atlas) contour lines scale-bars linear/non-linear oblique view purpose reliability acute/obtuse angles time graphs discrete and continuous data (from Maths NC) four-figure grid references coordinates eastings eight compass points North-East/South-East/North-West/South-West evaluate cause and effect connection contrast trend (Introduce - will be developed in Years 5 and 6)	thematic maps area measuring tool timetables line graphs acute/obtuse/reflex angles (from Maths NC) six-figure grid references eastings/northing azimuth bearings (e.g. NE = 45°) perspective purpose significance reliability relevance conclusions trend	distribution/thematic maps prejudice Peters Projection metric/imperial equivalents pie charts mean radius diameter circumference (from Maths NC) 16-point compass rose compass quadrant bearings e.g. 103° = S 77° E (Introduce - will be developed in KS3) perception bias tertiary source/data (Introduce - will be developed in KS3)