| **LOCATION AND PLACE KNOWLEDGE** | | | | | |
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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To know they live in England and can locate New Brighton on a map  To know what a continent is and identify Europe and South America  **-----------------------------------------**  Begin to have simple locational knowledge about individual places and environments, especially in the local area.  **-----------------------------------------**  To identify seasonal and daily weather patterns in the UK.  To identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. | To name, locate and identify the 4 countries (England, Scotland, Wales, Northern Ireland) and capital cities (London, Edinburgh, Cardiff and Belfast).  To name, locate and identify the seas surrounding the UK (North Sea, Irish Sea, Celtic Sea and the English Channel.  To name and locate the continent Australia/Oceania.  To name, locate and identify Mallacoota  **-----------------------------------------**  To name and locate the 5 oceans (Atlantic, Artic, Indian, Pacific, Southern).  To name, locate and identify the world’s continents; Europe (built upon theme 1), Asia (Rouse), North and South America (Columbus), Oceania (built upon theme 1), Antarctica (Aston).  To know where in the world the North, South Poles and Equator are.  **-----------------------------------------**  To name, locate and identify the world’s seven continents; Europe (built upon theme 1), Asia (Rouse), North and South America (Columbus), Oceania (built upon theme 1), Antarctica (Aston) and Africa.  To name and locate the 5 oceans (Atlantic, Artic, Indian, Pacific, Southern).  To know where in the world the North, South Poles and Equator are.  To name and locate Cape Verde and New Brighton on a map. | To name and locate some of the major hills and mountains, i.e, the Cairngorms, Pennies, Lake district and Snowdonia  To name and locate the geographical regions of the UK on a map  **-----------------------------------------**  To locate the River Mersey on a map.  To locate Port Sunlight on a map.  To name and locate some of the UK's counties. | To locate some European countries and capital cities on a map.  To name, locate and identify Greece and its capital city (Athens)  To name, locate and identify the seas surrounding Greece (Mediterranean Sea, Aegean Sea and Ionian Sea)  **-----------------------------------------**  To be able to understand similarities and differences through the study of human and physical geography between the NW and Naples Bay area (Campania).  To name, locate and identify Chester, in the North West of the UK.  To name, locate and identify the Bay of Naples (Campania).  To name, locate and identify Italy and its capital Rome.  To use compass points (N, NE, E, SE, S, SW, W, NW) to describe the location of Italy and the Bay of Naples (Campania).  **-----------------------------------------**  To identify the key locations along the River Ganges, i.e. The Bay of Bengal, Varanasi and Nepal  To locate and identify the River Ganges.  To name, locate and identify the country of India and the continent of Asia.  To locate and identify the Indian Ocean, inc the Bay of Bengal. | To locate and understand the significance of the lines of longitude, latitude and the equator.  To locate areas of the Amazon that have been removed due to farming on a map.  To locate the countries rainforests are in or span across.  To locate the tropics of Cancer and Capricorn (including some countries they run through)  **-----------------------------------------** | To locate migration of children evacuees in the UK and Europe on a map.  To locate key countries and cities involved in WW2 across Europe inc Russia.  **-----------------------------------------**  To identify the region of the Middle East  To locate countries migrants come from and settle in.  To locate the continents, countries and main cities The Silk Road went through.  **-----------------------------------------**  To identify key Islamic countries and their capital cities.  To identify the region of the Middle East  To locate countries migrants come from and settle in.  To locate the continents, countries and main cities The Silk Road went through.  **-----------------------------------------**  To identify and locate North America.  To locate states across North America during The Great Migration.  To locate States and cities across North America during the migration from Hurricane Katrina.  To locate and identify key features of the Mississippi on a map.  To identify Africa - part of the Slave Triangle. |

| **HUMAN & PHYSICAL GEOGRAPHY** | | | | | |
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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To explain a few similarities and differences between England and Peru, including human and physical features  To know the physical features of New Brighton are the beaches, seaside, and town.  To know the physical features of Peru is made up of the Amazon Rainforest, mountains and deserts  **-----------------------------------------**  To use maps and photographs to identify human and physical features of New Brighton, i.e. Train Station, St George's Park, local shops and roads  To use basic geographical vocabulary to refer to key human features of New Brighton, i.e. shops, train station, promenade, roads  To use basic geographical vocabulary to refer to key physical features of New Brighton, i.e. beach, coast, sea, river, park etc...  **-----------------------------------------**  To identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. (Snail & the Whale  )  To describe some differences between places near the equator and at the poles. (Snail & the Whale) | To compare human and physical features of London and Mallacoota  **-----------------------------------------**  To identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles, e.g. The Americas, Pakistan (K2) and the Antarctic.  To describe some similarities and differences of physical features in relation to the Equator & North & South Poles, e.g. The Americas, Pakistan (K2) and the Antarctic.  **-----------------------------------------**  Show understanding by describing the places and features using simple geographical vocabulary, identifying some similarities and differences and simple patterns of the Islands of Cape Verde  To understand some key similarities and differences between New Brighton and Cape Verde (a non-European country)  To identify human and physical features of Cape Verde, e.g. roads, houses, hotels, hills, beach, seas, coast, mountain. | To know how mountains are formed and compare different types of mountains  To know where and why Stone Age and Iron age people settled, including area (size), function (activity, i.e. fishing/farming/defence), site (the land it is built upon) and its relation to surrounding features.  **-----------------------------------------**  To know the source and mouth of the River Mersey.  To know rivers eventually flow into a larger body of water, like an ocean, sea or large lake.  To understand the importance of rivers, e.g. trade, jobs survival, transportation, leisure.  To understand the positives and negatives of a multinational economy.  To understand why companies choose to settle/base their companies next to rivers | To describe some similarities and differences in the position of Greece to the UK and discuss climate differences.  To describe the different biomes across Europe.  To name some key human and physical features of Europe  **-----------------------------------------**  To label parts of a volcano; ash cloud, crater, vent, throat, conduit, magma reservoir  To know the process of a volcano erupting.  To know volcanic ash made the soil fertile, perfect for farming and vineyards.  To make links with knowledge of volcanoes to mountains in yr 3.  To compare Naples to Chester (trade, tourism, biome).  **-----------------------------------------**  To explain the key features of the water cycle.  To identify key features of a River (source, meander, delta, mouth). | Beginning to understand in some detail what Brazil is like, how and why it is changing. They are beginning to show some understanding of the links between places, people and environments.  To know the 4 layers of the rainforest and its key characteristics.  To know and understand how the climate of the rainforest is crucial to its rich and diverse ecosystem.  The key aspects of physical geography in Brazil e.g. climate zones, vegetation belts, biomes, rivers and mountains.  The key aspects of human geography, in Brazil e.g. population, types of settlement, economic activity, trade and natural resources.  To describe and understand key human aspects of South America (economic activity including trade links and the distribution of natural resources including energy, food minerals and water)  To know reasons for deforestation (trade, farming, construction).  **-----------------------------------------** | To locate and identify significant human features across Europe in reference to WW2 (Liverpool docks, London, Berlin, Paris, The Kremlin).  **-----------------------------------------**  To understand how trade of goods helped expand The Silk Road, connecting people, religious beliefs, cultures and helped expand empires.  To compare differences in the physical geography of The Silk Road countries  To identify the different climate zones and biomes of The Silk Road.  **----------------------------------------**  To understand routes of migration, the push and pull factors that lead to movements of populations.  To understand, analyse and question data on migration across Europe.  To use maps and the 8 compass points to plot and navigate routes along The Silk Road.  To identify key physical features of The Silk Road on a map.  **-----------------------------------------**  To compare and contrast migration maps between The Great Migration and Hurricane Katrina.  To compare and contrast the Mississippi to previous rivers studied (Mersey, Nile, Ganges, Amazon).  To know key features of a river - source, mouth, delta, oxbow, meanders, tributaries, flood plains, upper, middle and lower course. |

| **Geographical Skills: Enquiry, mapping, fieldwork, critical thinking, vocabulary** | | | | | |
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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To use simple compass directions (N, S, E W) to describe the location of features and routes on a map of the school and its grounds.  To draw simple picture maps or plans with labels of known places, including from above using appropriate terms, e.g. climbing wall etc…  To use locational and directional language (near and far; left and right), to describe the location of features and routes on a map of the school and its grounds.  To know basic vocabulary to refer to physical features (soil, vegetation, season, weather) in relation to the school grounds  **-----------------------------------------**  To use plans, aerial images and maps to recognise some features and places in my locality  To use aerial photographs to recognise landmarks and basic human and physical features. Use them to devise a simple map using symbols in a key.  To use appropriate terms to identify human and physical features in the local area, e.g. traffic lights, park, houses, trees, fire station, hospital…  **-----------------------------------------**  To present or write a UK weather forecast on a simple weather map or chart and use key geographical vocabulary  To start to interpret simple weather maps and symbols.  To know what the UK looks like on a weather map.  To use world maps, atlases and globes to identify and recognise the UK. | To use world maps, atlases and globes to identify human and physical features of the UK and its countries, e.g. countryside, forests, castles, mountains, coastlines, cities, towns etc…  To use simple compass directions (North, South, East and West) to describe the location of cities e.g. Cardiff is west of London, Edinburgh is north  To use world maps, atlases and globes to identify and describe some human and physical features of Australia, including Mallacoota, e.g. countryside, forests, mountains, coastlines, cities, towns etc...  **-----------------------------------------**  Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.  To use atlases, maps and globes to identify and describe some features (e.g. mountains, coastlines and ice sheets) and places (e.g. Pakistan, Arctic Peninsular)  **-----------------------------------------**  To use a range of secondary sources (maps, photographs, stories, websites, films, personal accounts) to further explore Cape Verde.  To use world maps, atlases, globes to identify New Brighton and Cape Verde.  To use geographical vocabulary to ask and answer questions about Cape Verde and give my opinion.  To use aerial images to help me describe what a place is like and locate key features. | To identify landmarks and physical and human features on aerial photographs and corresponding maps, e.g. Identify Iron Age hill forts and explain why they would choose this location.  To know how to read contour lines on a map  To create a simple map of a settlement (field, river, shelter, food, defence).  To use atlases to draw the location of mountains in the UK on a blank map.  **-----------------------------------------**  To observe / record physical and human features in Port Sunlight, using observations, tallies, photographs and drawings  To think of questions to investigate before a fieldwork visit | To describe and understand how Greece's physical geography influences its type of economic activity and trade links  To use world maps, atlases and globes to identify human and physical features of Greece e.g mountainous land, coastlines, surrounding seas, Mount Olympus, the Acropolis, cities, towns etc.  **-----------------------------------------**  To investigate and understand why people settled in Chester.  To use and interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate Naples Bay area (Campania) and the NW.  To use discussion, show that they can apply knowledge from earlier regional studies (Cape Verde - Yr2) when comparing the NW and Naples Bay area (Campania).  To use geographical vocabulary to ask and answer questions about the NW and the Bay of Naples (Campania).  **-----------------------------------------**  To use maps and atlases to identify physical features along the Ganges.  To use compass directions to describe the location of the Ganges e.g. the Ganges emerges in the Western Himalayas. It flows across Northern India.  To read and understand 4 figure grid references to identify key physical and human features of Varanasi on a map.  To relate the water cycle to the Ganges, the Himalayas and the Indian ocean. | To use atlases/maps to name, label and locate some countries and capital cities of South America.  To use atlases, maps and photographs to identify and describe (with annotated map) the different environmental regions of South America, its biomes (Tundra, desert, grassland, forest) and vegetation belts and refer to the lines of latitude.  To identify, compare and contrast the role of deforestation over time on maps.  To record data of rainfall in the Amazon.  **-----------------------------------------** | To identify areas on a map which people evacuated from and to. To present reasons using geographical language  To use 6 figure grid references to identify key human and physical features.  **-----------------------------------------**  To understand routes of migration, the push and pull factors that lead to movements of populations.  To understand, analyse and question data on migration across Europe.  To use maps and the 8 compass points to plot and navigate routes along The Silk Road.  **-----------------------------------------**  To understand factors of The Great Migration from the Mississippi to other parts of North America and Europe.  To understand the link between the Hadley cell, trade winds and the slave triangle. |

| **VOCABULARY** | | | | | |
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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Simple vocabulary:  Near, far, wet, sunny, hot, dry, cold, house, school, street,  shop  Human geography, Physical geography, coast, harbour, port, cliff, city, United  Kingdom, world, country, forest, wood, atlas, left, right  Ocean, Atlantic, Pacific, Indian, continent | Develop vocabulary:  England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river,  Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive,  journey, polar, arctic, desert    Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location,  Europe | Continue to develop vocabulary:  Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive,  journey, polar, arctic, desert  Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European  Ordnance survey | Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate,  urban, rural    Tropic of Cancer and Capricorn,  hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle  coastal, development, erosion, deposition, | Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable,  latitude, longitude  Tropic of Cancer and Capricorn,  hemisphere, Northern hemisphere, Southern hemisphere,    Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution,  trade links | Be able to describe and start to explain geographical processes using the correct terminology.    Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,eight points of a compass, grid |