



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational & Place Knowledge	Know the name of my school and town (Ashlands and Crewkerne)	Understand where I live and where my school is in the local area	Name some key landmarks in the local area	Name and locate some key landmarks and geographical features of the local area	Name and locate key landmarks and geographical features of the local area	Name, locate and describe key landmarks and geographical features of the local area	Name locate, describe and discuss key landmarks and geographical features of the local area
	Know that England is my home country and that London is the capital city of England	Using a map, name and locate the countries of the UK and their capital cities.	Using a map, name and locate some of the key features of the countries of the UK – River Thames, capital cities and surrounding seas	Using a map, name and locate different types of UK settlements (hamlet, village, town, city, conurbation, rural, urban, suburban hamlets, villages, towns, cities), understanding the difference between them	Using a map, name & locate some of the counties and major cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers)	Using a map, locate and describe the human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities)	Using a map confidently, locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities)
	Pupils can organise animals based on the seven continents of the world.	Using a globe or atlas, name and locate the world's seven continents and five oceans, recognise and know basic features of the different continents.	Using a globe or atlas, name and locate the country and continent of a contrasting non-European locality, and use this to describe aspects of this locality (India)	Using a map, locate the countries of Europe, some of their capital cities and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of Europe and their capital cities and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of Europe, including environmental regions, major cities and key physical and human characteristics (rivers, mountains, capitals, landmarks)	Using a map, locate the countries of Europe and describe the environmental regions, major cities and key physical and human characteristics (rivers, mountains, capitals, landmarks)
				Using a map, locate the countries of North & South America and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of North & South America and their capital cities and some of their key physical and human characteristics (rivers, mountains)	Using a map, locate the countries of North & South America, including environmental regions and key physical and human characteristics (coasts, seas, rivers, mountains, capitals)	Using a map, locate the countries of North & South America and describe the environmental regions, major cities and key physical and human characteristics (rivers, mountains, capitals, manmade landmarks, lakes and major cities).
				Using a map atlas or globe, name and locate the Equator, Northern/Southern Hemisphere, Tropic of Cancer/ Capricorn, Antarctic/ Arctic Circle and different climate zones.	Using a map, atlas or globe, name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, Antarctic/ Arctic Circle and different climate zones.	Using a map, atlas and globe, identify the position and significance of: latitude, longitude, Equator, the hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate zone, biomes, seasons and vegetation.	Using a map, atlas and globe, identify and explain the position and significance of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains, coasts and rivers).
				Using a map atlas or globe, name and locate some of the world's major rivers in Europe	Using a map atlas or globe, name and locate some of the world's major rivers in Europe, North America or South America	Using a map atlas or globe, name and locate some of the world's major rivers	Using a map atlas or globe, name, locate and describe some of the world's major rivers
	Make simple comparisons between my locality and other relevant places in the world (where their parents/families come from).	Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study and write about; key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains and rivers).	Study, understand and write about; key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains and rivers).	Study, understand, write about, draw and label: key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains, coasts and rivers).	Confidently explain and discuss, the key similarities and differences of the human and physical geography, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (mountains, coasts and rivers).
	Make simple comparisons between familiar environments (home, school, farm).			Study and write about; key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals and population).	Study, understand and write about; key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals and population).	Study, understand, write about, draw and label; key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals, landmarks and population).	Confidently explain and discuss, the key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (coasts, rivers, mountains, capitals / major cities, landmarks, lakes and population).
	Understand and use the substantive vocabulary of: land, sea, town, country, capital city	Understand and use the substantive vocabulary of: continent, ocean, seas, poles, equator		Understand and use the substantive vocabulary of: hamlets, villages, towns, cities, conurbations, hills, mountains, coasts & rivers, counties, mountain ranges, landmarks, manmade landmarks, lakes, time zones, hemisphere, prime meridian line, latitude, longitude			
Human and Physical Geography Knowledge	Name the four seasons and begin to describe associated weather.	Identify and describe weather associated with the four seasons.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.	Identify the different climatic regions of UK.	Identify the different climatic regions of UK and Europe.	Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions.	Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert) and how plants and animals have adapted to them.
		Identify that the North and South poles are cold and the equator is hot.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.	Understand the basic process of global warming, its causes and changes required.	Understand the basic process of global warming, its causes, implications and changes required.	Explain some ways biomes (including the oceans) are valuable, how they are under threat and why they can be protected.	Explain why biomes (including the oceans) are valuable, why they are under threat and why they should be protected.
	Recognise the shops and enterprises in the locality, including being aware of their branding/names.	Compare the town and countryside.	Explain the difference between town and countryside	Understand the land use of the local area.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries.	Describe and explain changing land use in North and South America, including the Amazon rainforest.
				Pupils can describe a few aspects of physical geography they have studied; rivers, mountains, volcanoes, earthquakes, water cycle, coasts.	Pupils can describe an increased range of aspects of physical geography and features that they have studied; rivers, mountains, volcanoes, earthquakes, water cycle, coasts.	Pupils can describe and understand an increasing variety of key aspects of physical geography that they have studied: rivers, mountains, volcanoes, earthquakes, water cycle, coasts.	Pupils can describe and understand a wide range of key aspects of physical geography: rivers, mountains, volcanoes, earthquakes, water cycle, coasts.
				Pupils can describe a few aspects of human geography that they have studied: settlement, tourism, economic activity	Pupils can describe an increased range of aspects of human geography that they have studied: settlement, tourism, economic activity	Pupils can describe and understand an increasing variety of key aspects of human geography that they have studied: settlement, tourism, economic activity	Pupils can describe and understand a wide range of key aspects of human geography: they have studied: settlement, tourism, economic activity
				Use maps, atlases and globes to locate and describe some imports and exports from / to the UK and Europe.	Use maps, atlases and globes to locate and describe major imports and exports from / to the UK and Europe.	Understand what global supply chains are and the importance of fairtrade.	Understand how food production and trade is influenced by climate zones and biomes.
	Begin to use substantive geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use substantive geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use substantive geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Pupils can use substantive vocabulary to describe natural processes, natural events and environmental geography: hurricanes, tornadoes, earthquakes, volcanoes, tectonic plates, wind turbines, solar panels, wave generators, hydroelectricity, biomes, climate zones, water cycle,			Pupils can confidently identify how aspects of the physical and human geography have changed over time.
	Begin to use substantive geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	Begin to use substantive geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Use substantive geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Pupils can use substantive vocabulary to describe aspects of human geography: settlement, tourism, economic activity, trade, industry, residential, commercial, leisure, public building			
Using Maps and Fieldwork – Procedural Knowledge	To identify the land and sea on world globes/maps.	Draw and locate the continents and oceans on globes and world maps or atlases.	Draw and locate the continents and oceans; and countries studied on globes, world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate places being studied	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe the places and human and physical features being studied	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human/physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, volcanoes (tectonic plates) climate & temperature.
	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of the other major cities and the surrounding seas on a UK map or atlas	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and varied climates.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.
	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around school.	Use simple locational/directional language to describe the location of features on a local map, and follow/create a route in the local area.				
		Begin to use the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school.	Use the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area.				
		Construct simple maps with support.	Construct simple maps.	Construct detailed maps	Create detailed maps.	Create detailed maps and label physical features.	Create detailed maps and label human features.
		Use aerial images to recognise basic human and physical features.	Use aerial images to recognise basic physical and human features.	Use aerial images and age-appropriate graphs (pictograms / bar charts) to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs (bar graphs / time-line graphs) to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs (line graphs) to acquire and discuss geographical information.	Use aerial images and age-appropriate graphs (line graphs / pie charts) to acquire and discuss geographical information.
	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, record, present and explain information about different localities using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.	Use fieldwork to observe, record, present and confidently explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.
	Make simple models of the locality.		Carry out a simple survey of the school or local area (e.g. weather, traffic)				
	Use disciplinary vocabulary: map, globe, plan, route, fieldwalk	Use disciplinary vocabulary: map, atlas, globe, fieldwork, aerial photograph.		Use the disciplinary vocabulary: aerial image, oblique angle image, fieldtrip, comparison, annotated sketch, field sketch, OS map, contour lines, topographical, compass, navigation, grid reference, symbols			
Being a geographer – how we know – Disciplinary Knowledge Asking Questions, collecting and interpreting, analysing and communicating, evaluating and debating	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.	Ask and respond to geographical questions using evidence to support answers.	Ask and respond to geographical questions using evidence to support answers.	Ask and investigate geographical questions, suggesting enquiries to test them.	Ask and investigate geographical questions, suggesting enquiries to test them.	
	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.	
		Understand that geographers learn about the world by observing and collecting data and information.	Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.	Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.	Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.
	Communicate simple geographical information with support, orally, using simple pictures and maps	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse, communicate and explain geographical information, choosing appropriate methods from: constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse, communicate and explain geographical information, choosing appropriate methods from: constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.
Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons for their opinions and compare their views with others.	Express their own views about the people, places and environments studied, giving reasons for their opinions and compare their views with others.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.	
			Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

Substantive Knowledge Gained Through Key Stage 1

<p>A</p>	<p><b>Great Fire of London</b>  <b>Within history, the children will apply geographical skills:</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Use a map to learn / locate the four countries of the UK</li> <li>• Use a map to learn / locate the four capital cities of the UK.</li> <li>• Use a map to learn / locate the seas surrounding the UK.</li> <li>• Locate the UK in an atlas.</li> <li>• Locate the county in which I live (Somerset) on a map.</li> </ul> <p>• Explore seasonal changes by carrying out a field walk and recording in our map book</p> <p><b>Substantive vocabulary and concepts:</b>  UK, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Wales, Scotland, Belfast, atlas, North Sea, English Channel, Irish Sea, Atlantic Ocean</p>	<p><b>Explorers</b>  <b>Hot and Cold Places</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Locate the 7 continents and the world’s main oceans</li> <li>• Identify hot and cold places and locate them using maps and atlases</li> <li>• Recognise the features of a hot and cold place, both human and physical, including weather, plants, animals,</li> <li>• Identify the animals that live in hot and cold places and recognise how they adapt</li> <li>• Describe an animal that lives in a hot or cold place</li> <li>• To understand similarities and differences between two places of different climates</li> </ul> <p>• Explore seasonal changes by carrying out a field walk and recording in our map book</p> <p><b>Substantive vocabulary and concepts:</b>  Continents, oceans, human, physical, arctic, equator, hot, cold, atlas, globe</p>	<p><b>India</b>  <b>Non-European study</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the seven continents and five oceans</li> <li>• Locate India on a world map and in relation to the equator &amp; oceans</li> <li>• Learn about the physical and human features of India (jungle and city)</li> <li>• Compare and contrast similarities and differences of human and physical features of the local environment and India</li> <li>• Learn about the River Ganges/Ganga and plot on a map of India</li> <li>• Explore how the River Ganges is used by Indians for travel and food</li> </ul> <p>• Explore seasonal changes by carrying out a field walk and recording in our map book</p> <p><b>Substantive vocabulary and concepts:</b>  Continents, ocean, human, physical, jungle, country, Asia, River Ganges, trade, travel, atlas, globe</p>
<p>B</p>	<p><b>Where do I live? UK (Belonging)</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Use a map to learn / locate the four countries and capital cities of the UK.</li> <li>• Use a map to learn / locate the capital cities of the UK.</li> <li>• Use a map to learn / locate the seas surrounding the UK</li> <li>• Locate the UK in an atlas.</li> <li>• Locate the county in which I live (Somerset) on a map.</li> <li>• Spot the difference between rural and urban areas and know what type of settlement they live in</li> <li>• Explore and record the features of our school grounds, both physical and human FIELDWORK</li> <li>• Explore and record the features of our local area</li> <li>• Recount a journey through our local area</li> <li>• Use aerial photographs and maps to recognise familiar landmarks</li> <li>• Create a simple representation of a map of the local area using human and physical features.</li> </ul> <p>• Explore seasonal changes by carrying out a field walk and recording in our map book</p> <p><b>Substantive vocabulary and concepts:</b>  UK, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Wales, Scotland, Belfast, human, physical, rural, urban, aerial photograph, map, key, atlas, North Sea, English Channel, Irish Sea, Atlantic Ocean</p>	<p><b>My Habitat / Changes</b>  <b>My habitat – a small localised study (school grounds &amp; surrounding environment) – human and physical features</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the UK and their capital cities</li> <li>• Locate the county in which I live (Somerset) on a map.</li> <li>• Learn and compare geographical human and physical features using aerial photographs</li> <li>• Go on a walk of the school grounds and identify physical and human features</li> <li>• Learn compass directions and practice using these to identify NSEW (use school grounds)</li> <li>• Use a map of the school grounds to orientate/navigate</li> <li>• Draw a basic map, using symbols and a key, of the school grounds</li> <li>• Go on a walk of the local area (North Street – car wash – funeral parlour, Housing estate behind,) and identify key buildings and geographical features FIELDWORK</li> </ul> <p>• Explore seasonal changes by carrying out a field walk and recording in our map book</p> <p><b>Substantive vocabulary and concepts:</b>  <b>concepts such as:</b>  UK, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Wales, Scotland, Belfast, human, physical, rural, urban, aerial photograph, map, symbols, key, atlas, North Sea, English Channel, Irish Sea, Atlantic Ocean</p>	<p><b>Jurassic Coast</b>  <b>Coastal towns and the seaside</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Name the 7 continents and major seas and oceans of the world.</li> <li>• Use a map to learn / locate the four countries and capital cities of the UK.</li> <li>• Use a map to learn / locate the capital cities of the UK.</li> <li>• Use a map to learn / locate the seas surrounding the UK</li> <li>• Identify some of the features of places by the seaside, both physical and human</li> <li>• To use FIELDWORK to identify features at a seaside locality</li> <li>• Investigate how wind and waves can affect seaside landscapes</li> <li>• Compare a seaside town to our own locality</li> </ul> <p>• Explore seasonal changes by carrying out a field walk and recording in our map book</p> <p><b>Substantive vocabulary and concepts:</b>  UK, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Wales, Scotland, Belfast, atlas, Continents, oceans, seaside, landscape, North Sea, English Channel, Irish Sea, Atlantic Ocean</p>

<p>A</p>	<p><b>Community</b>  <b>Comparison study within South West England: Crewkerne &amp; Location within South West England</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Locate local landmarks using a range of maps</li> <li>• Discuss locations using the points of a compass</li> <li>• Make observations / create field sketches of the human and physical features of Crewkerne (e.g. parks, town centre) FIELDWORK</li> <li>• Explain what physical processes (changes) may have occurred in the area by studying maps and aerial photographs</li> <li>• Explain what human processes (changes) may have occurred in the area by studying maps and aerial photographs</li> <li>• Create our own sketch map of the local area</li> <li>• Use maps, photographs and aerial photographs to explore and make observations about the comparison locality</li> <li>• Use maps, photographs and aerial photographs to explain human and physical processes (changes) in the comparison locality</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Town, village, county, region, aerial photograph, landmark</p> <p><b>Compass, Orienteering and Map skills</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Read maps with four and six figure grid references</li> <li>• Explain what symbols and keys on ordnance survey maps represent</li> <li>• Understand topographical features on a map and contour lines on OS maps</li> <li>• Create our own ordnance survey style map (of Crewkerne) and use symbols to represent human and physical features and include grid references</li> <li>• Create our own maps using four and six figure grid references</li> <li>• Use the 8 points of a compass</li> <li>• Orienteer and navigate</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Four figure grid references, six figure grid reference, ordnance survey map, symbols, topographical features, contour lines, orienteer, navigate, digital maps, GPS, latitude, longitude</p>		<p><b>Gruesome Greeks</b>  <b>Within history, children will apply geographical skills:</b></p> <ul style="list-style-type: none"> <li>• Locate Greece using atlases and maps, relating to Europe, Equator, Tropics, Hemispheres, (Y5/6 – longitude &amp; latitude)</li> <li>• Explore the physical geography of Greece, including: climate, rivers, mountains and seas</li> <li>• Explore the human geography of modern Greece, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Compare key Ancient Greek locations, including the Greek Empire on a map of modern Greece and Europe</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Europe, Mediterranean Sea, empire</p>
<p>B</p>	<p><b>Eco-citizens</b>  <b>Renewable energy – wind turbines, solar panels, wave generators</b>  <b>As geographers we will:</b></p> <ul style="list-style-type: none"> <li>• Identify what we mean by renewable and non-renewable energy</li> <li>• Identify renewable energy sources with links to prior learning: hydroelectric power, wind turbines, solar panels, wave power</li> <li>• Locate forms of renewable energy that are being used in UK using OS map and symbols</li> <li>• Investigate how a renewable and non-renewable energy source can impact the environment</li> <li>• Identify what we mean by sustainable energy</li> <li>• Discuss the pros and cons of a renewable and non-renewable energy source with what is sustainable</li> </ul> <p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Visit renewable energy sites to investigate and communicate the impact on the environment</li> <li>• Create field sketches of the locality visited</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Renewable, energy, natural resources, impact, environment, sustainable</p> <p><b>Compass, Orienteering and Map skills</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Read maps with four and six figure grid references</li> <li>• Explain what symbols and keys on ordnance survey maps represent</li> <li>• Understand topographical features on a map and contour lines on OS maps</li> <li>• Create our own ordnance survey style map and use symbols to represent human and physical features and include grid references</li> <li>• Create our own maps using four and six figure grid references</li> <li>• Use the 8 points of a compass</li> <li>• Orienteer and navigate</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Four figure grid references, six figure grid reference, ordnance survey map, symbols, topographical features, contour lines, orienteer, navigate, digital maps, GPS, latitude, longitude</p>	<p><b>Rotten Romans</b>  <b>Within history, children will apply geographical skills:</b></p> <ul style="list-style-type: none"> <li>• Locate Italy using atlases and maps, relating to Europe, Equator, Tropics, Hemispheres, (Y5/6 – longitude &amp; latitude)</li> <li>• Explore the physical geography of Italy, including: climate, rivers, mountains and seas</li> <li>• Explore the human geography of Italy, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Using maps, compare key locations of the Roman Empire with Italy and Europe today.</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Empire, Europe, continents, Mediterranean Sea, equator, hemisphere, tropic,</p>	<p><b>European Study – France – human and physical features</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>• Locate Europe and France on a world maps, atlases and globes, using Equator, Tropics, Hemispheres (Y5/6 – longitude &amp; latitude).</li> <li>• Identify the physical characteristics of Europe – rivers, seas, mountains</li> <li>• Using a map learn / locate the main countries of Europe and their capital cities</li> <li>• Locate the major cities and the capital city of France</li> <li>• Describe the weather / climate for France and a region of France</li> <li>• Explore the physical geography of region of France, including: climate, rivers, mountains and seas</li> <li>• Explore the human geography of a region of France, including significant landmarks, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Compare a region of France with South West England</li> <li>• Take part in a debate voicing my opinion (eg flooding a valley to create a lake)</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Europe, continents, Mediterranean Sea, equator, hemisphere, tropic, latitude, longitude,</p>

Substantive Knowledge Gained Through Key Stage 2

<p>C</p>		<p><b>Walk Like an Egyptian</b>  <b>Within history, children will apply geographical skills:</b></p> <ul style="list-style-type: none"> <li>Locate Egypt using atlases and maps, relating to continents, Equator, Tropics, Hemispheres, (Y5/6 – longitude &amp; latitude)</li> <li>Explore the physical geography of Egypt, including: climate, rivers, mountains and seas</li> <li>Explore the human geography of Egypt, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Using maps, compare key locations of the Egyptian Empire with Egypt today.</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  River, irrigate, irrigation, transport, trade</p>	<p><b>Rivers, and the Water Cycle</b>  As geographers, we will:</p> <ul style="list-style-type: none"> <li>Use maps and atlases to identify where the world’s longest rivers are located.</li> <li>Use maps and atlases to identify where Britain’s longest rivers are located.</li> <li>Learn and describe the physical geographical features of rivers (e.g. source, mouth, estuary, meander, confluence, tributary)</li> <li>Explore how rivers are used by humans – transport, trade, energy, farming</li> <li>Explain the processes of the water cycle</li> </ul> <p><b>Fieldwork study of the local area: River Parrett</b>  As geographers, we will:</p> <ul style="list-style-type: none"> <li>Locate the River Parrett using a range of maps</li> <li>Make observations of the human and physical features along parts of the River Parrett</li> <li>Explain what physical and human processes may have occurred (past and present) in the area by studying maps and aerial photographs of the River Parrett</li> <li>Create our own map of part of the river Parrett</li> <li>Create field sketches</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  River, water cycle, process, field sketch, source, mouth, estuary, meander, confluence, tributary</p> <p><b>Compass, Orienteering and Map skills</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>Read maps with four and six figure grid references</li> <li>Explain what symbols and keys on ordnance survey maps represent</li> <li>Understand topographical features on a map and contour lines on OS maps</li> <li>Create our own ordnance survey style map and use symbols to represent human and physical features and include grid references</li> <li>Create our own maps using four and six figure grid references</li> <li>Use the 8 points of a compass</li> <li>Orienteer and navigate</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Four figure grid references, six figure grid reference, ordnance survey map, symbols, topographical features, contour lines, orienteer, navigate, digital maps, GPS, latitude, longitude</p>
<p>D</p>	<p><b>Marvellous Mayans</b>  <b>Within history the children will apply geographical skills:</b>  <b>North &amp; South America, the Rainforest, biomes and climates</b>  As geographers, we will:</p> <ul style="list-style-type: none"> <li>Locate North and South America on a world map and identify a range of physical and human features, including the Amazon Rainforest</li> <li>Locate the countries and capital cities of North and South America on a map</li> <li>Compare the time difference between countries of North and South America and the UK</li> <li>Recognise what a rainforest biome is and locate the world’s rainforests on a map, observing their relation to the equator and climate zones</li> <li>Recognise the different layers of life in a rainforest</li> <li>Recognise the features that make up a rainforest biome and how this is important to the rest of the world</li> <li>Explain the importance of the Amazon Rainforest</li> <li>Locate Central America using atlases and maps, relating to continents, Equator, Tropics, Hemispheres, (Y5/6 – longitude &amp; latitude)</li> <li>Explore the physical geography of Central America, including: climate, rivers, mountains and seas</li> <li>Explore the human geography of Central America, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Using maps, compare key locations of the Mayan Empire with Central America today.</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Society, settlement, religion/belief, civilisation, trade, culture,</p>	<p><b>Our World &amp; Beyond: Volcanoes &amp; Earthquakes</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>Find out and label the structure of the Earth</li> <li>Explore a map of tectonic boundaries</li> <li>Describe what happens at the boundaries between the Earth’s plates, explaining how they are formed with links to tectonic plates</li> <li>Label and describe the key features of a volcano (crater, ash, ash cloud, lava, magma chamber, central vent, earth’s crust)</li> <li>Locate a range of famous volcanoes on a map/atlas, using knowledge of tectonic plate locations, and find out some key facts including information on the last eruption</li> <li>Learn about the effects of a volcanic eruption, including signs of eruptions, damage caused and volcanoes post eruption</li> <li>Learn about volcanoes, and explain the impact they have on towns and cities</li> <li>Evaluate the advantages and disadvantages of living near a volcano (risks, energy source, tourism)</li> <li>Locate some of the world’s tectonic plates and the causes of earthquakes</li> <li>Identify and locate where famous earthquakes have occurred, making links to the placement of tectonic plates</li> <li>Identify how earthquakes are measured and explore the effects of earthquakes on different places (tsunamis)</li> <li>Identify the effects of earthquakes on buildings, people and communities (short term and long term)</li> <li>Identify the required help people, living in different areas of the world, will need after an earthquake</li> <li>Identify how to prepare for an earthquake, with a focus on building preparation</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Volcano, earthquake, tectonic plate, plate boundary, crater, ash, ash cloud, lava, magma chamber, central vent, earth’s crust</p>	<p><b>Alfred the Great and Vicious Vikings</b>  <b>Within history, children will apply geographical skills:</b></p> <ul style="list-style-type: none"> <li>Locate and compare key places in Viking history using atlases and maps, relating to Europe, UK, Equator, Hemispheres, (Y5/6 – longitude &amp; latitude)</li> <li>Explore the physical geography of Northern Europe, including: climate, rivers, mountains and seas</li> <li>Explore the human geography of Northern Europe, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Settlement, land use, economic activity, trade links, natural resources, Northern Europe, Northern Hemisphere</p> <p><b>Compass, Orienteering and Map skills</b>  <b>As geographers, we will:</b></p> <ul style="list-style-type: none"> <li>Read maps with four and six figure grid references</li> <li>Explain what symbols and keys on ordnance survey maps represent</li> <li>Understand topographical features on a map and contour lines on OS maps</li> <li>Create our own ordnance survey style map and use symbols to represent human and physical features and include grid references</li> <li>Create our own maps using four and six figure grid references</li> <li>Use the 8 points of a compass</li> <li>Orienteer and navigate</li> </ul> <p><b>Substantive vocabulary and concepts:</b>  Four figure grid references, six figure grid reference, ordnance survey map, symbols, topographical features, contour lines, orienteer, navigate, digital maps, GPS, latitude, longitude</p>