

Geography Vocabulary & Key Knowledge

Understanding of the World

KEY	
All	Refers to adaptation made for SEND pupils (where appropriate)
Most	Refers to all other pupils
Some	Refers to stretch and challenge for more able pupils

EYFS	Autumn		Spring		Summer	
Projects	Our School - Immediate Environment Community Champions The First Christmas		Around the World in 80 Days		Save Our Seas Down on the Farm	
Key Vocab	School Classroom Hill View Playground Quad Den Classroom	North Hall South Hall	World North, South, East, West, Compass	Oceans/seas	Seasons Winter Autumn Summer Spring Weather Rain	Sun Wind Farm Animal Cow Sheep Horse
Knowledge	<p style="text-align: center;">People and Communities – Geography</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>					

Year 1	The Gruffalo Our Local Area. Enquiry Question: What's it like where we live?	Three bears People and their Communities. Enquiry Question: Where in the world do these people live?	Extraordinary gardener Seasons. Enquiry Question: What are the seasons?
All	Local Road Shop Park School	World Human features Physical features Ocean/Sea	rain sun wind weather Winter Autumn Summer Spring
Most	Area Bournemouth Red Hill Path Woodland Maps Near Far Pavement Church Field Floor plan Grounds	Europe World Capital city City Country England Flag Island Great Britain London Surrounded Town United Kingdom	Seasons Change
Some	Town Woods or Woodland aerial view Human geography Physical geography housing estate	Physical Geography Human geography Compass point Continents Aerial View Community	Observation
Key Knowledge	All children can: • know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features) • talk about a natural environment, naming its features using some key vocabulary • locate places on a map of the local area using locational and directional	All children can: • know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features) • talk about a natural environment, naming its features using some key vocabulary • locate places on a map of the local area	All children can: • identify changes in the weather • identify seasonal weather patterns in the UK • assist in taking repeated observations and record these using symbols • understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day.

	<p>language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language).</p> <p>Most children can: • know about the local area, and name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area, and describe these features and locate them on a map using images or drawings) • recognise a natural environment and describe it using key vocabulary • describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language).</p> <p>Some children can: • know the local area and its physical and human geography (e.g. investigate how other people view the local area, e.g. tourism websites, create a vocabulary list of the human and physical features of the local area, and how people can use and change these and describe these features and locate them on a map using images or drawings) • recognise different natural environments and describe them using a range of key vocabulary • describe a journey on a map of the local area, locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language).</p>	<p>using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language).</p>	<p>Most children can: • name and describe changes in the weather • name the seasons and describe the basic UK seasonal weather patterns • assist in taking repeated observations and record these using symbols • understand the different parts of the UK, and that the weather may vary there.</p> <p>Some children can: • name and describe changes in the weather confidently • name the seasons and describe the basic UK seasonal weather patterns • take repeated observations accurately and record these using symbols • understand the different parts of the UK, and that the weather may vary there due to the wind.</p>
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Year 2	The troll Journeys: Food Enquiry Question: Where does our food come from?"	Seven wonders Our Wonderful World. Enquiry Question: What are the seven wonders of the world?"	Walk on the wild side Animals and their Habitats
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All	Local Location Cereal crops Farm Factory Shop	city Maps Country England Island Great Britain airport city tourist	Area Hot, cold Mountains Rivers Desert Valleys Beaches
Most	Global Journey harbour	Region Key Opinion compass point Atlas Capital city climate ocean sea	Island Highland Inland Coasts Border vegetation Climate
Some	UK regions port	Wonders of the world Continent	Human and physical landscape features Continents
Key Knowledge	<p>All children can: • identify foods that can be bought on the local high street • understand what cereal crops are made into • explain where everyday products (milk) come from • explain that many different types of food come from the UK.</p> <p>Most children can: • identify foods that can be bought on the local high street and can identify processed food • understand what cereal crops become and where everyday products like milk come from • explain that many different types of food come from the different UK regions.</p> <p>Some children can: • identify types of food: fast, fresh, processed • identify foods that can be bought on the local high street and can describe how food has been processed • name and describe regional products from the UK • explain why foods come from specific regions</p>	<p>All children can: • identify and name continents • identify and name some of the wonders • use atlases, maps and globes to locate some of the wonders • give an opinion about local and global wonders • correctly use some of the key vocabulary.</p> <p>Most children can: • identify and name the relevant countries and oceans • communicate in detail something about these countries • identify and name most of the wonders studied • use atlases, maps and globes to locate some of the wonders • give reasons for their choice of local wonders • correctly use most of the key vocabulary.</p> <p>Some children can: • give detailed geographical information about the countries where the wonders are located • express opinions about world wonders • begin to explain geographical processes that formed the natural wonders • explain their choice of local wonders • respond to some of the open questions (see Background information) • correctly use all of the key vocabulary.</p>	<p>All children can: • recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • understand that some of these continents have significant hot and/or cold areas • describe specific human and physical features in these landscapes • use specific place knowledge to describe the habitat of a significant animal.</p> <p>Most children can: • name and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • describe which of these continents have significant hot and/or cold areas • describe specific human and physical landmarks of some of these continents • use specific place knowledge to describe and explain the habitat of a significant animal.</p> <p>Some children can: • describe and locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • describe which of these continents have significant hot and/or cold</p>

			areas • describe specific human and physical landscapes for these continents • use specific place knowledge to understand the threats facing the habitats of a significant animal.
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Year 3	Iron Giant Coasts. Enquiry Question: Do we like to be beside the seaside?	Trust me I'm a botanist Our World. Enquiry Question: Where on Earth are we?	Fit and Fab Climate & Weather. Enquiry Question: Why is climate important
All	Coastal United Kingdom Coastal changes Holidays Maps	North and South pole Equator Globe World map City Country Map	Climate Weather Storm Wind rain
Most	Atlas Coastal changes Abrasion Piers Climate Climate zone Continent Current Erosion ocean	Capital city Global World map County Currency government Island Landmark Map Population Rural Tourist Town urban	Tropical climate zones Polar climate zones Tornado Hurricane
Some	Environment Erosion Landslips Tourism Groynes	Global Northern hemisphere Southern hemisphere Tropic of cancer Tropic of Capricorn Digital and computer mapping Arctic and Antarctic circles	Characteristics of regions Precipitation Cyclone Biomes Monsoon
	All children can: • locate and describe a coastal environment in the UK • use appropriate geographical	All children can: • use world maps, atlases, globes and digital/computer mapping • describe the	All children can: • indicate the tropical and polar climate zones on a globe or map • describe the

Key Knowledge	<p>vocabulary to describe significant human and physical coastal features • talk about how coasts change • identify human coastal activities.</p> <p>Most children can: • locate and describe several coastal environments in the UK and in other continents • describe and explain how coasts change • describe economic and leisure activities associated with the coast • identify and explain some advantages and disadvantages of living by the coast.</p> <p>Some children can: • locate, describe and compare several coastal environments in the UK and elsewhere • describe how and explain why the physical features of coasts change • describe how coastal economic activities have changed • identify some coastal hazards and how we can respond to them now and should in the future.</p>	<p>relationship between globes and world maps • locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes • correctly use some of the key vocabulary.</p> <p>Most children can: • explain the relationship between globes and maps • understand the significance of longitude and latitude • locate the Prime/Greenwich Meridian on a globe and world map • describe day and night in relation to the Earth's rotation on its own axis • correctly use most of the key vocabulary.</p> <p>Some children can: • understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian • locate the International Date Line on a globe • understand day and night • describe and explain time zones • correctly use all the key vocabulary.</p>	<p>characteristics of these zones using appropriate vocabulary • say what a biome is.</p> <p>Most children can: • indicate the tropical, temperate and polar climate zones on a globe or map • describe the characteristics of these zones • describe and compare some biomes using appropriate vocabulary.</p> <p>Some children can: • locate most climate zones on a map or globe • describe the characteristics of most zones introduced during the course of the unit • explain why there is a relationship between climate and biome using appropriate vocabulary.</p>
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Year 4	Land of fire and ice Enquiry Question: How does the Earth shake, rattle and roll?"	Earthquakes and Volcanoes.	Fun at the fair Europe: A Study of the Alpine Region. Enquiry Question: Where should we go on holiday?	Rivers and the Water Cycle. Enquiry Question: How does water go round and round?
All	<ul style="list-style-type: none"> Earthquake Active Lava Magma vent volcano Gas liquid solid 	<ul style="list-style-type: none"> Physical maps Mountain range Climate Peak Avalanche Crust 	<ul style="list-style-type: none"> River Bank Bed Canal Current Mouth Source Stream 	
Most	<ul style="list-style-type: none"> Fault lines Tectonic plates Climate Continent Core Crust Melt Form 	<ul style="list-style-type: none"> Alps Tourism Skiing advantage disadvantage equator prevention European 	<ul style="list-style-type: none"> Oxbow Delta Estuary Meander Upstream Downstream 	

	<p>Layers Erupt/eruption Pacific ring of fire Magma chamber</p>	<p>Tectonic plates Region Fault line</p>	
Some	<p>Location Mantle Dormant Molten Pressure</p>	<p>Hemisphere tropics Political maps Alpine region</p>	<p>Floodplain Silt Basin</p>
Key Knowledge	<p>All children can: • describe some features of earthquakes and volcanoes • know that people live in earthquake zones and close to active volcanoes • appreciate that earthquakes and volcanoes are often associated • name some volcanoes and major earthquakes.</p> <p>Most children can: • describe the effects of earthquakes and volcanic eruptions • give some reasons why people choose to live in earthquake zones and close to active volcanoes • know where the most active earthquake and volcanic areas are • name examples of volcanic eruptions and major earthquake disasters.</p> <p>Some children can: • explain how earthquakes occur and volcanoes erupt • describe some advantages and disadvantages of living in earthquake zones and close to active volcanoes • explain about the Pacific 'Ring of Fire' and link it with plate tectonics • describe some major volcanic eruptions and major earthquake disasters.</p>	<p>All children can: • use physical and political maps to locate places and regions • learn that the Alps were formed over a long period of time, millions of years ago • understand that the Alpine region is unique • select geographical information for a specific purpose • know and share information about a European region that may be useful to tourists.</p> <p>Most children can: • understand that fold mountains occur when two tectonic plates meet • explain the climate patterns of the Alpine region • explain that there are advantages and disadvantages to tourism in the Alps • explain how avalanches are caused • explain some of the ways avalanches can be prevented.</p> <p>Some children can: • understand the importance of sustainable development in the Alps • explain how the Alps have changed over time.</p>	<p>All children can: • name and locate some of the UK's most significant rivers and mountains • describe a river and a mountain environment in the UK, using appropriate geographical vocabulary • describe the water cycle in sequence, using appropriate geographical vocabulary • name (some of) the processes associated with rivers and mountains • name some of the world's great rivers and mountains.</p> <p>Most children can: • name and locate the UK's most significant river and mountain environments • describe and name the key landscape features of river and mountain environments • explain the water cycle in appropriate geographical language • describe (some of) the processes associated with rivers and mountains. • answer the unit's question: How does water go round and round?</p> <p>Some children can: • name and locate the UK's and the world's most significant river and mountain environments • describe river and mountain environments in the UK and the world and explain how (some of) the landscape features associated with them are formed • explain (some of) the processes associated with rivers and mountains. • explain the water cycle in some detail, using appropriate geographical vocabulary</p>

Year 5	Chemical chaos Changes in our Local Environment. Enquiry Question: How is our country changing?	Tour guides The Americas. Enquiry Question: Can you come on a Great American Road Trip?	persuade the dragons Journeys: Trade. Enquiry Question: Where does all our stuff come from?"
All	United Kingdom – England, Scotland, Wales and Northern Ireland Topographical features – mountain, hill, highland, lowland. Change over time Urbanisation Land use Population	States Tourism Trade Climate Indigenous North America South America	Atlas Politics Economy Environmental impact Source Origin Recycle
Most	Culture Continent Country Region City County Physical and human features	Compass points Route Towns Cities Capital cities Tribes Career Northern hemisphere Southern hemisphere	Locate Trade Transport Border Import Export Raw Materials Man-made Biome Climate
Some	Flood plain Farm land Green belt	Economic drivers Settlers Amid Semi-Arid Biome Rockies Great Plains Canadian Shield Coastal Strip	Airmiles Carbon footprint Country of Origin Producer Consumer Sustainability
Key Knowledge	<p>All children can: • describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland • name and locate some key topographical features of the UK • locate where they live within the UK • describe changes that have happened in their local area • share their hopes for the future of the area.</p> <p>Most children can: • describe how another region of the UK has changed over time • understand that change is continual • describe what their local area was like in the past • understand that their local area will continue to</p>	<p>All children can: • use a map to identify countries in North and South America • use eight compass points to locate cities in North and South America • name some North and South American cities • use geographical language to describe some North and South American cities from photographs • name some regions in North and South America • follow a route (Route 66) on a map.</p> <p>Most children can: • use a map to identify states in North America • relate ‘continent’, ‘country’, ‘state’</p>	<p>All children can: • use an atlas to locate countries • know the journey of how at least one product get to their home in detail • pose their own enquiry questions • explain what ‘fair trade’ means • explain where in the world several different fruits originate • name and locate several countries where their clothes and food originate.</p> <p>Most children can: • explain the views of different groups of people on a geographical issue • understand</p>

	<p>change • offer opinions on their local area at present and the changes underway • use appropriate geographical vocabulary to describe change.</p> <p>Some children can: • describe how several UK regions have changed over time • explain some of the ways in which development can be sustainable • understand that people hold differing views about change in their region.</p>	<p>and 'city' in the context of the Americas • describe settlement and road patterns of some North and South American cities from satellite images and photographs • describe some regions in North and South America.</p> <p>Some children can: • describe and compare similarities and differences between some North and South American cities • describe and explain the characteristics of some regions in North and South America.</p>	<p>that there are advantages and disadvantages to imported and locally produced products • understand that there are various outcomes for items of clothing that are no longer wanted • explain how cotton clothing is produced • explain that each type of fruit grows in particular climatic conditions.</p> <p>Some children can: • understand there are many routes that products can take before arriving in our homes • understand that our shopping choices have an effect on the lives of others</p>
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Year 6	Mr nobody Protecting the environment Enquiry Question: Are we damaging the world?	Have a heart Our World in the Future. Enquiry Question: How will our world look in the future?	Where in the world South America: The Amazon. Enquiry Question: What is life like in the Amazon?
All	Climate change Global warming Deforestation Oceans	Fieldwork Maps Community Charity	Amazon Rainforest South America Peru Habitat Forest floor Climate
Most	Threat Planetary health Environmental issue Renewable energy Non-renewable energy	Industry Public services Local region Future Community outreach	Deforestation Humid Brazil Border Vegetation Canopy Equator
Some	Human reliance Political Social and economic drivers Ecological impact	Organisations Commercial Economy	Emergent Understory layer Tropical Environmental preservation
Key Knowledge	All children can: • describe some threats to the health of our planet • name several common minerals • describe some renewable and non-renewable energy sources • explain how humans rely on the oceans • pose an enquiry question • understand ways to make school	All children can: • explain why their local area is special • plan and carry out fieldwork • describe different types of local industry • list local public services • locate local public services • feel optimistic about their region's future • understand that the	All children can: • use an atlas, map or globe to locate the Amazon rainforest and Amazon River • explain some of the ways in which the Amazon rainforest is valuable • correctly use some of the key vocabulary • understand how they can play a role in preserving the

	<p>more sustainable • identify an important environmental issue.</p> <p>Most children can: • plan and carry out an enquiry into sustainability in school • explain several threats to wildlife/habitats • understand ways to improve the health of our planet • explain where minerals are found around the world • explain the carbon cycle • describe some threats to our oceans • understand some advantages of marine protected areas.</p> <p>Some children can: • understand some ways in which minerals can be developed sustainably • understand that no one type of energy production will provide all the world's energy.</p>	<p>location of public services is important • describe the importance of community spirit.</p> <p>Most children can: • understand how developments can be sustainable • explain how local industry has changed over time • understand that future needs of the community may affect local industry • choose an appropriate format to present their geographical learning • understand how to take the needs and views of others into account.</p> <p>Some children can: • understand how to make their designs sustainable • generate sustainable development ideas that meet the needs of the community • understand that the design of communities can help or hinder community relations.</p>	<p>environment • name at least one animal that lives in the Amazon and describe how it has adapted to its habitat.</p> <p>Most children can: • identify and name some of the countries in which the Amazon is located • choose and use appropriate sources for geographical research • explain the value of the Amazon rainforest and some ways in which it can be protected • describe some similarities and differences between their local area and a region in South America • describe what the climate is like in Amazonas.</p> <p>Some children can: • evaluate and refine the effectiveness of their research methods • correctly use all the key vocabulary • understand that communities change over time.</p>
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Under continual review