

Geography Non-Negotiable Key Skills, Knowledge and Vocabulary

National Curriculum

Locational knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography:

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Key Concepts

Geographical skills and fieldwork: The use of observations, practical resources, data collection and other methods such as drawings, maps and plans to gain information about a specific location.

Human and physical geography: The understanding of the physical features of the planet. An understanding of how humans use the planet and its geographical resources to meet their needs.

Locational knowledge: The study of the structure of the earth (continents, countries, regions, climate zones) and how we find our way around the world and the study of physical features of different locations and how this gives places specific human and physical characteristics

Place knowledge: The study of similarities and differences of places due to their global position

Key Vocabulary	Key Skills	Subject Knowledge	Key Vocabulary
Year 3	<p>Urban Pioneers Local Geography</p> <ul style="list-style-type: none"> - Describe a place and what happens there using geographical vocabulary - Identify Ordnance Survey map symbols - To be able to use an atlas (contents and indexes) to locate capital cities <p>Tribal Tales Danebury Hill Fort</p> <ul style="list-style-type: none"> - Describe parts of a river using the correct geographical vocabulary - Explain how the physical processes of erosion, transportation and deposition affect the environment - Describe the physical features of a locality <p>Tremors Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> - Explain how volcanoes and earthquakes are created using geographical vocabulary - To sequence the stages of a volcanic eruption/earthquake - Identify changes that occur to a locality after a volcanic eruption or earthquake - Use an atlas/other sources (internet, globe) to locate world famous volcanoes - Be able to use an atlas/other sources (internet, maps) to locate European countries 	<p>Urban Pioneers Local Geography</p> <ul style="list-style-type: none"> - To know geographical language that can be used to describe a place - Understand and recognise OS symbols and understand what an ordnance survey map is - Understand where Europe is and know the names of European capital cities <p>Tribal Tales Danebury Hill Fort</p> <ul style="list-style-type: none"> - To know the different names of parts of a river - Know how physical features have formed - To know the terminology of erosion and deposition processes <p>Tremors Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> - Cause (tectonic plate movement), effects and impacts of earthquakes and volcanoes (ground movement, cracks, physical destruction, lava flows, tsunamis) - Know that earthquakes and volcanoes are located on or near plate boundaries - Understand how to use contents and index of an atlas to locate specific information 	<p>Urban Pioneers Local Geography</p> <p>Industry, landscape, amenities, agriculture, commercial centre, continent, contour, city, symbol, road, height, City, Europe, continent, map, atlas, OS Symbols (footpath, roadway, dual carriageway, pub, post office, bridal way, contour lines, rivers, single track, multiple track, station)</p> <p>Tribal Tales Danebury Hill Fort</p> <p>Bank, bed, river, flow, current, sediment, upper course, lower course, mouth, source, waterfall, rapids, plunge pool, erosion, oxbow lake, erosion, deposition and transportation</p> <p>Tremors Volcanoes and Earthquakes</p> <p>Volcano, eruption, lava, epicentre, focus, richter scale, magma, friction, tectonic plates, plate boundary, earthquake, ash, pressure, cone, vent, magma chamber</p>

	<p>Food for Thought Food miles</p> <ul style="list-style-type: none"> - To be able to use an atlas (contents and indexes) to locate European seas and countries <p>Predators Bird's eye view</p> <ul style="list-style-type: none"> - Describe a place and what happens there using geographical vocabulary - Identify Ordnance Survey map symbols <p>Gods and Mortals Rivers</p> <ul style="list-style-type: none"> - Describe parts of a river using the correct geographical vocabulary - Explain how the physical processes of erosion, transportation and deposition affect the environment 	<p>Food for Thought Food miles</p> <ul style="list-style-type: none"> - Understand how to use contents and index of an atlas to locate specific information - Understand where Europe is and know the names of European capital cities <p>Predators Bird's eye view</p> <ul style="list-style-type: none"> - To know geographical language that can be used to describe a place - Understand and recognise OS symbols and understand what an Ordnance Survey map is <p>Gods and Mortals Rivers</p> <ul style="list-style-type: none"> - To know the different names of parts of a river - Know how physical features have formed - To know the terminology of erosion and deposition processes 	<p>Food for Thought Food miles</p> <p>City, Europe, continent, map, atlas, index, contents, coastline, sea, ocean, Mediterranean, North seas, Baltic sea</p> <p>Predators Bird's eye view</p> <p>Industry, landscape, amenities, agriculture, commercial centre, continent, contour, city, symbol, road, height, City, Europe, continent, map, atlas, OS Symbols</p> <p>Gods and Mortals Rivers</p> <p>Bank, bed, river, flow, current, sediment, upper course, lower course, mouth, source, waterfall, rapids, plunge pool, erosion, oxbow lake, erosion, deposition and transportation</p>
Year 4	<p>Road Trip USA United States</p> <ul style="list-style-type: none"> - Locate the Tropic of Cancer and the Tropic of Capricorn using an Atlas - To compare and contrast how areas of the world have capitalised on their physical or human features 	<p>Road Trip USA United States</p> <ul style="list-style-type: none"> - Understand where the Tropic of Cancer and Capricorn are and know their significance - Understand the difference between a physical and human feature in order to compare and 	<p>Road Trip USA United States</p> <p>Tropic of Cancer and Capricorn and the equator, North America, South America, states, landscape, tourism, Sierra Mountains, Rocky Mountains, Appalachians, Andes Mountains, Mountain peak, mountain range</p>

- To use an atlas or other source to locate and name mountain regions of North and South America

Potions

Environmental issues

- Use research to explain and give examples of how people manage their environment in order to improve it and keep it safe
- Use research to identify and explain why people may live in a village rather than a city or vice versa (using a case study – possible fieldwork)
- Offer reasons for own views and recognise that other people may hold different views

Traders and Raiders

United Kingdom

- Use different resources (atlas or internet) to identify the difference between the British Isles, Great Britain and the UK
- Use an atlas to find and name up to six cities in the UK and locate them on a map, to locate main islands surrounding the UK, find and name UK counties and find and name the main cities and towns of local counties

contrast, to understand what capitalised means

- To know the name of the mountain regions of North and South America

Potions

Environmental issues

- Understand what an environment is and understand it doesn't just refer to the outside environment, environment is all around us wherever we are
- Understand the term 'sustainable' and 'sustainable development' (development of a place without depleting natural resources and other finite resources)
- Understand ways in which an environment can be improved through things such as recycling, reducing car use, switching lights off
- Differentiate the general differences between villages and cities, know the reasons why people might want to live in a city (public transport, amenities, career opportunities, culture) or a village (quiet, peaceful, tranquil, better quality of air and quality of life, pace of life)

Traders and Raiders

United Kingdom

- Know the difference between the UK, British Isles and Great Britain
- Know what a capital city is and what the symbol for a capital city is in an Atlas
- To know what a county is and know local counties bordering Nottinghamshire/Derbyshire
- To know what the main islands surrounding the UK are

Potions

Environmental issues

Global warming, environment, sustainability, sustainable development, natural resources, depletion, fossil fuels, finite resources, renewable energy, re-use, reduce, recycle, village, city, city centre, cathedral, city districts, suburbs, amenities, air quality, pollution

Traders and Raiders

United Kingdom

City, town, capital city, county, Great Britain, UK, British Isles, border, island

- To use an atlas and the internet to research and plan a journey to a place in the UK
- To give accurate measurements of distance between two given places

Misty Mountain Sierra

Rivers, water cycle, planning and expedition

- To explain (using different resources) how a locality has changed over time with reference to physical features

**Burps, Bottoms and Bile
Cities and villages**

- To use different sources to research features of cities and villages
- To use an atlas and the internet to research and plan a journey to a place in the UK
- To give accurate measurements of distance between two given places
- Use case studies and evidence to explain why people are attracted to living in cities
- Use case studies and evidence to explain why people may choose to live in a village rather than a city

- To understand what a town is
- Mathematical understanding of different map scales and conversion
- Know how to read different scales

Misty Mountain Sierra

Rivers, water cycle, planning and expedition

- To know the names of the different parts of a river and how a river is formed
- To know the uses of a river and how their use has changed over time
- To understand why towns maybe built around rivers
- To compare maps of different periods of time and identify changes that have occurred
- To know how to read different types of map
- Know what a physical feature is and how to identify these
- Know the names of the different parts of the water cycle and their function

**Burps, Bottoms and Bile
Cities and villages**

- Differentiate the general differences between villages and cities , know the reasons why people might want to live in a city (public transport, amenities, career opportunities, culture) or a village (quiet, peaceful, tranquil, better quality of air and quality of life, pace of life)

Misty Mountain Sierra

Rivers, water cycle, planning and expedition

Source, mouth, tributary, sediment, erosion, path, physical feature, condensation, evaporation, precipitation, transpiration, water cycle, water pollution, ground water, surface water, flood plain, transport.

**Burps, Bottoms and Bile
Cities and villages**

village, city, city centre, cathedral, city districts, suburbs, amenities, air quality, pollution

	<p>Blue Abyss Ocean environment</p> <ul style="list-style-type: none"> -To be able to use different resources to identify some of the ways in which humans can have a negative impact on ocean environments -To use research to identify and recognise how people are trying to counter negative impacts on oceans. -To be able to use an atlas to accurately locate the mountain regions of North and South America 	<p>Blue Abyss Ocean environment</p> <ul style="list-style-type: none"> -To know how humans are having a negative impact on oceans worldwide and to be able to identify what these negative impacts are- for example, plastic, oil pollution, oil spills -To know how these effects are being managed -To know why it is so important to protect ocean environments -To know what mountain regions are - To know the names of different mountain regions using an atlas to identify – Rocky mountains, sierra Nevada, Cascade range, Alaska range, blue ridge mountains, Canadian rockies 	<p>Blue Abyss Ocean environment</p> <p>Plastic, pollution, damage, negative, impact, protection, oil, ocean clean-up, management, Rocky mountains, sierra Nevada, cascade range, Alaska range, Blue Ridge mountains, Canadian rockies, Andes mountains, coastal management.</p>
Year 5	<p>Scream Machine Theme park location</p> <ul style="list-style-type: none"> -To be able to use appropriate vocabulary to communicate findings -To know what resources to use to investigate the location of different theme parks - To be able to use economic and geographical knowledge to be able to explain how a location fits into its wider location. - To recognise how physical and human characteristics can affect the lives and activities of people living there -To be able to use an atlas to name and locate counties and cities in the UK -To be able to use different types of maps to identify key topographical features and land use patterns 	<p>Scream Machine Theme park locations</p> <ul style="list-style-type: none"> -To know how to explain why a location has been chosen for a theme park, linking to road links, location within the country, accessibility, amount of people who can go to the park, amount of land available for the park to be built on etc. -To know where to find suitable information, for instance a theme park’s website, tourism websites, historical websites about a company or theme park etc. -To know why businesses are located in particular areas and to understand how many people they employ and what kinds of jobs people do within a particular area. -To know what topography is and be able to explain how topography can impact how useful a piece of land might be. 	<p>Scream Machine Theme park locations</p> <p>Locality, workforce, economic features, physical features, transport links, population, accessibility, land use, website, visitors, tourists, jobs, skilled workers, employment type, topography, land use, height, contour lines, county, city, region.</p>

<p>Alchemy Island Map of Alchemy Island (Cornerstones resource) -To be able to use technical geographical language to communicate findings -To know how to use the 8 points of the compass, 4 and 6 grid references, symbols and keys</p> <p>Allotment Global spread of Black Death Human/physical factors influencing spread I can explain how a location fits into its wider geographical location with reference to human and economical features I can locate the USA and Canada on a world map and atlas I can locate and name the main countries in South America on a world map and atlas I can identify key topographical features and land use patterns I can begin to recognise the climate for a given country according to its location on the map I can understand geographical similarities and differences through the study of human and physical</p>	<p>-To know how to use maps and different resources to identify land use patterns. For example: farming, industrial, parkland -To know where to find out the population of a different area in order to discover why that location might be chosen for access to skilled workers etc. -To know the difference between a county and a city and be able to identify different counties within the UK linking to physical location of the counties. - Know the difference between counties and regions eg Derbyshire is the county, East Midlands is the region.</p> <p>Alchemy Island Map of Alchemy Island (Cornerstones resource) -To know the name of the different parts of the compass and to know how to identify the 8 different parts of the compass -To know how to read maps using 4 figure and 6 figure grid references</p> <p>Allotment Global spread of Black Death Human/physical factors influencing spread</p> <p>Peasants, Princes and Pestilence Local allotments Comparison of farming regions. Climate and land use patterns</p> <p>Off with her head Comparison of Tudor and modern maps</p>	<p>Alchemy Island Map of Alchemy Island (Cornerstones resource) Peasants, Princes and Pestilence</p> <p>Allotment Global spread of Black Death Human/physical factors influencing spread</p> <p>Peasants, Princes and Pestilence Local allotments Comparison of farming regions. Climate and land use patterns</p> <p>Off with her head Comparison of Tudor and modern maps</p> <p>Star Gazers Locating rivers and mountains (discrete topic)</p>
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	<p>geography of the region of the UK and a region within North or South America</p> <p>Peasants, Princes and Pestilence</p> <p>Local allotments</p> <p>Comparison of farming regions. Climate and land use patterns</p> <p>I can communicate my findings using the appropriate vocabulary</p> <p>I can recognise how physical and human characteristics can affect the lives and activities of people living there</p> <p>Off with her head</p> <p>Comparison of Tudor and modern maps</p> <p>I can communicate my findings using the appropriate vocabulary</p> <p>I can explain how a location fits into its wider geographical location; referring to human and economical features</p> <p>I can recognise how physical and human characteristics can affect the lives and activities of people living there</p> <p>Star Gazers</p> <p>Locating rivers and mountains (discrete topic)</p> <p>I can name and locate many of the world's major rivers on maps</p> <p>I can name and locate many of the world's most famous mountain regions on maps</p>	<p>Star Gazers</p> <p>Locating rivers and mountains (discrete topic)</p>	
Year 6	<p>Blood Heart</p> <p>No geography taught in this topic</p> <p>A Child's War</p> <p>Nottingham Blitzed sites map work</p> <p>I can use OS maps to answer questions</p> <p>I can recognise all key symbols used on ordnance survey maps</p> <p>Revolution</p> <p>Countries of the British Empire in Victorian era</p> <p>Revolution</p>	<p>Blood Heart</p> <p>No geography taught in this topic</p> <p>A Child's War</p> <p>Nottingham Blitzed sites map work</p> <p>Revolution</p> <p>Countries of the British Empire in Victorian era</p> <p>Revolution</p>	<p>Blood Heart</p> <p>No geography taught in this topic</p> <p>A Child's War</p> <p>Nottingham Blitzed sites map work</p> <p>Revolution</p> <p>Countries of the British Empire in Victorian era</p> <p>Revolution</p>

	<p>Location study I can use OS maps to answer questions</p> <p>Darwin's Delights Galapagos Islands I can give an extended description of the human features of different places around the world I can understand the term sustainable development I can describe how some places are similar and others are different in relation to their physical features</p> <p>Hola Mexico Mexico (comparison with the UK)</p> <p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like, following a geographical enquiry I can plan a journey to another part of the world which takes account of time zones I can describe how some places are similar and others are different in relation to their physical features</p>	<p>Location study</p> <p>Darwin's Delights Galapagos Islands</p> <p>Hola Mexico Mexico (comparison with the UK)</p>	<p>Location study</p> <p>Darwin's Delights Galapagos Islands</p> <p>Hola Mexico Mexico (comparison with the UK)</p>
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