

GEOGRAPHY VOCABULARY MAP			
TOPIC	EYFS	YEAR ONE	YEAR TWO
Local knowledge	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present	United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America	United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America (more technical vocabulary may include landscape, physical/human geography)
Place Knowledge	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present	(Plymouth, St Lucia) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop,	(Plymouth, America, Maldives) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port,

		similarities, differences, map, population, climate	harbour, shop, similarities, differences, map, population, climate More technical vocabulary could be used including peak, summit, tourist etc
Human and Physical Geography	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home,	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate, hot, cold, wet, dry	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate More technical vocabulary could be used including peak, summit, tourist, seasonal etc
Geographical skills and fieldwork	Technology, programme, move, direction,	Map, atlas, globe, symbol, key, ocean, continent,	Map, atlas, globe, symbol, key, ocean, continent,

	forwards, backwards, route	aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material, compass	aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material More technical vocabulary may include language associated with specific locations of study
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LOCAL KNOWLEDGE			Knowledge needed and cross curricular links.
Objective	Year one	Year two	
G1 NAME AND LOCATE THE WORLD'S SEVEN CONTINENTS AND FIVE OCEANS	To be able to use a world map and atlas and locate the UK.	To be able to use a world map/atlas and locate the seven different continents and five oceans. Name and locate the world's seven continents and five oceans. To know what a continent is.	Linked to Maths (map work and co-ordinates) Linked to PSHE (cultural differences) Link to History (of local area and UK)

		To identify a different country in each continent.	Link to Science (season and weather)
G2 NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND CAPITAL CITIES OF THE UK AND ITS SURROUNDING SEAS	<p>To know the UK is made up of different countries.</p> <p>To name the capital cities of the UK.</p> <p>To know London is the capital of England.</p> <p>To identify the national flags of the four countries in the UK.</p> <p>To begin identifying the key characteristics of each of the four countries in the UK, including their flags and landmarks.</p>	<p>Name, locate the four countries and capital cities of the UK.</p> <p>To discuss the different characteristics of the four different countries of the UK.</p> <p>To identify and name the surrounding seas of the UK.</p>	<p>Knowledge of:</p> <p>Maps</p> <p>Key Geo vocab</p> <p>Flags</p> <p>Oceans</p> <p>Seasonal differences</p> <p>Weather patterns</p>

PLACE KNOWLEDGE			Knowledge needed and Cross curricular links
Objective	Year One	Year Two	
G3 UNDERSTAND GEOGRAPHICAL	Children to be able to identify geographical	Children to be able to compare the UK to a contrasting	Link to Maths (time and measurement)

<p>SIMILARITIES AND DIFFERENCES THROUGH STUDYING THE HUMAN AND PHYSICAL GEOGRAPHY OF A SMALL AREA OF THE UK, AND A CONTRASTING NON-EUROPEAN COUNTRY</p>	<p>similarities and differences between human and physical features of a small area of the UK and a contrasting non-European country. Children to explain that human and physical features can be the same and different. Children to use aerial photos, maps, atlases to identify and local human and physical features.</p>	<p>area in a non-European country. Children to be able to identify the continent of the contrasting country. Children to be able to identify the similarities and differences of two contrasting countries using a variety of sources. Children to be able to identify and locate the contrasting country on a map. Children to be able to identify and describe the human and physical features of a contrasting country.</p>	<p>Link to Science (weather, seasons, animals and habitats) Link to PSHE (change and difference) Knowledge of Key Geo vocab Maps Human and Physical features Climate around the world Explorers</p>
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HUMAN AND PHYSICAL GEOGRAPHY			Knowledge needed and Cross Curricular Links
Objective	Year One	Year Two	
<p>G4 IDENTIFY SEASONAL AND</p>	<p>Children should be able to name the four seasons in the UK.</p>	<p>Children should recognise, name and discuss the key</p>	<p>Link to English (stories)</p>

<p>DAILY WEATHER PATTERNS IN THE UK AND THE LOCATION OF HOT AND COLD AREAS OF THE WORLD IN RELATION TO THE EQUATOR AND THE NORTH AND SOUTH POLES.</p>	<p>Children should be able to identify the key features of the four seasons in the UK.</p> <p>Children should be able to describe the expected weather in the four seasons in the UK.</p> <p>Children should begin to understand the world has an equator and be shown where it is on a world map/atlas.</p> <p>Children should monitor the weather patterns in the UK over a series of days/weeks.</p> <p>Children should note the similarities/differences in weather patterns over different periods across the year.</p> <p>Children should be able to compare a hot and cold area in the world and discuss their key features, including their physical and human features and</p>	<p>features of the four seasons in the UK.</p> <p>Children should recognise the different weather patterns in each season in the UK.</p> <p>Children should be able to identify that there are different weather patterns in different areas of the world depending on where they are.</p> <p>Children should be able to identify where the equator is on a globe/map.</p> <p>Children should be able to talk about the different weather patterns for countries that are close to the equator and far away from the equator.</p> <p>Children should be able to identify the north and south pole on a map/globe.</p>	<p>Link to Maths (maps)</p> <p>Link to Science (seasonal, weather patterns)</p> <p>Link to fieldwork</p> <p>Knowledge of:</p> <p>Maps</p> <p>Aerial photos</p> <p>Key Geo vocab</p> <p>Human and Physical features</p> <p>Continents</p> <p>Temperature</p> <p>Rural and urban areas</p> <p>Local area</p>
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	<p>different weather patterns.</p> <p>Children should be able to understand there is a north and south pole.</p>	<p>Children should be able to identify they key features of the north/south pole.</p> <p>Children should be able to talk about the similarities and differences between the north and south pole.</p>	
<p>G5</p> <p>USE BASIC GEOGRAPHICAL VOCABULARY TO REFER TO KEY PHYSICAL FEATURES, INCLUDING: BEACH, CLIFF, COAST, FOREST, HILL, MOUNTAIN, SEA, OCEAN, RIVER, SOIL, VALLEY, VEGETATION, SEASON, WEATHER</p>	<p>Children should be able to use and identify key physical features in a city, town and village.</p> <p>Children should be able to use and identify key physical features in their local area and across the UK.</p> <p>Children should begin using photos, aerial photos and maps to identify key physical features.</p>	<p>Children should be able to use key geographical vocabulary when referring to human and physical features.</p> <p>Children should be able describe key physical and human features using geographical vocabulary.</p> <p>Children should be able to identify key physical and human features on a variety of sources and maps.</p> <p>Children should describe the similarities and</p>	

		differences between areas within the UK and across different continents.	
KEY HUMAN FEATURES INC. CITY, TOWN, VILLAGE, FACTORY, FARM, HOUSE, OFFICE, PORT, HARBOUR, SHOP	Name and locate local town/village. To know the difference between a town, village and city. Children should be able to use key vocabulary to identify and describe key human features in a city, town and village. Children should notice the similarities and differences between urban and rural areas.	Children should be able to describe the difference between rural and urban areas using key human features as examples. To be able to identify key human features on a variety of sources, including aerial photographs, maps and ICT. To be able to create a map showing key human features.	

GEOGRAPHICAL SKILLS AND FIELDWORK			Knowledge needed and Cross-Curricular links
Objective	Year One	Year Two	
G6 USE WORLD MAPS, ATALASES AND GLOBES TO	Pupils should be taught to use world atlases and globes to identify the UK and its countries.	Pupils should be taught to use world atlases and globes to identify the UK and its countries	Link to Computing (directional language)

<p>IDENTIFY THE UK AND ITS COUNTRIES, AS WELL AS THE COUNTRIES CONTINENTS AND OCEANS STUDIED AT THIS KEY STAGE</p>	<p>Children should know the capital city of the UK and identify it on a world map.</p> <p>Children should know the capital of Wales, Ireland and Scotland and identify them on a map.</p> <p>To be able to use a map and identify key features of the four capital cities of the countries in the UK.</p>	<p>and the continents and oceans around the world.</p> <p>Children should know what a continent is.</p> <p>Children should know that London is in Europe.</p> <p>To be able to identify a variety of geographical features for each continent on a map or atlas.</p> <p>To identify the position of oceans on a map.</p>	<p>Link to PSHE (cultural differences)</p> <p>Link to History (local area)</p> <p>Link to Maths (maps, directional and positional language)</p> <p>Link to Art (representation of symbols)</p> <p>Link to English (S & L)</p> <p>Knowledge of:</p> <p>Maps</p> <p>Aerial Photos</p>
<p>G7 USE SIMPLE COMPASS DIRECTIONS (NORTH, EAST, SOUTH AND WEST) AND LOCATIONAL AND DIRECTIONAL LANGUAGE (E.G. NEAR AND FAR; LEFT AND RIGHT) TO</p>	<p>To know what a compass is.</p> <p>To be aware of the four compass points.</p> <p>To begin using positional and directional language when turning themselves or using a compass to demonstrate the four compass points.</p>	<p>To know what a compass is and when it can be used.</p> <p>To begin to understand how the four compass points can be use on a map.</p> <p>To use positional and directional language taught in year one with confidence to</p>	<p>Human and Physical features</p> <p>Continents</p> <p>Ocean</p> <p>Key Geo vocab</p> <p>Compass</p>

<p>DESCRIBE THE LOCATION OF FEATURES AND ROUTES ON A MAP</p>		<p>describe the location of features and routes on a map.</p> <p>To use four compass points to describe where things are on a map.</p> <p>To describe how to get from one place to another using compass points.</p>	
<p>G8 USE AERIAL PHOTOGRAPHS AND PLAN PERSPECTIVES TO RECOGNISE LANDMARKS AND BASIC HUMAN AND PHYSICAL FEATURES; DEVISE A SIMPLE MAP; AND USE AND CONTRUCT BASIC SYMBOLS IN A KEY</p>	<p>Children should begin to identify aerial photographs and begin to identify the key features on the photographs.</p> <p>Children should be able to recognise basic human and physical features on a map and in photographs.</p> <p>Children should be introduced to and begin to use the necessary geographic vocabulary needed to talk about key</p>	<p>Children should be able to identify aerial photographs as a source of geographical information.</p> <p>Children should be able to identify key features and landmarks on aerial photographs and maps.</p> <p>Children should be able to identify the difference between physical and human features on photographs and maps.</p>	

	<p>human and physical features on maps and photographs. Children should be able to create a basic map with a simple key.</p>	<p>Children should be able to create a map and use symbols in a key to show key features.</p>	
<p>G9 USE SIMPLE FIELDWORK AND OBSERVATIONAL SKILLS TO STUDY THE GEOGRAPHY OF THEIR SCHOOL AND ITS GROUNDS AND THE KEY HUMAN AND PHYSICAL FEATURES OF ITS SURROUNDING ENVIRONMENT</p>	<p>Begin using a variety of sources, including maps, to help them explore their local areas. To explore their local area and use observational skills to study their school. To create a simple map of their school with a basic key. To begin using the appropriate vocabulary to describe key features in their local area.</p>	<p>To use a variety of sources, including maps, photos and ICT to explore their local area. To explore their local area using observational skills and identify key physical and human features. To create a map that highlights the key physical and human features of their school with a compass and key for these features. To use and understand the appropriate vocabulary to describe key features in their local area.</p>	