	GEOGRAPHY VO	CABULARY MAP	
ΤΟΡΙϹ	EYFS	YEAR ONE	YEAR TWO
Local knowledge	Errs Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present	Veracional 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	VEAR TWO 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 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,

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

forwards,	aerial, birds eye	aerial, birds eye
backwards, route	view, route,	view, route,
	direction, North,	direction, North,
	South, East, West,	South, East, West,
	human	human
	geography,	geography,
	physical	physical
	geography,	geography,
	locality, material,	locality, material
	compass	More technical
		vocabulary may
		include language
		associated with
		specific locations
		of study

	LOCAL KNOWLEDGE		
Objective	Year one	Year two	needed and
			cross
			curricular
			links.
G1	To be able to use a	To be able to use a	Linked to
NAME AND	world map and	world map/atlas and	Maths (map
LOCATE THE	atlas and locate the	locate the seven	work and co-
WORLD'S SEVEN	UK.	different continents	ordinates)
CONTINENTS		and five oceans.	Linked to
AND FIVE		Name and locate	PSHE (cultural
OCEANS		the world's seven	differences)
		continents and five	Link to History
		oceans.	(of local area
		To know what a	and UK)
		continent is.	

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

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

SIMILARITIES	similarities and	area in a non-	Link to Science
AND	differences between	European country.	(weather,
DIFFERENCES	human and physical	Children to be able	seasons,
THROUGH	features of a small	to identify the	animals and
STUDYING THE	area of the UK and	continent of the	habitats)
HUMAN AND	a contrasting non-	contrasting country.	Link to PSHE
PHYSICAL	European country.	Children to be able	(change and
GEOGRAPHY OF	Children to explain	to identify the	difference)
A SMALL AREA	that human and	similarities and	Knowledge of
OF THE UK,	physical features	differences of two	Key Geo vocab
AND A	can be the same	contrasting	Maps
CONTRASTING	and different.	countries using a	Human and
NON-	Children to use	variety of sources.	Physical
EUROPEAN	aerial photos, maps,	Children to be able	features
COUNTRY	atlases to identify	to identify and	Climate around
	and local human	locate the	the world
	and physical	contrasting country	Explorers
	features.	on a map.	
		Children to be able	
		to identify and	
		describe the human	
		and physical	
		features of a	
		contrasting country.	

HUMAN AND PHYSICAL GEOGRAPHY			Knowledge	
Objective	Year One	Year One Year Two		
			Cross	
		Curricular		
			Links	
G4	Children should be	Children should	Link to	
IDENTIFY	able to name the four	recognise, name	English	
SEASONAL AND	seasons in the UK.	and discuss the key	(stories)	

DAILY	Children should be	features of the four	Link to Maths
WEATHER	able to identify the key	seasons in the UK.	(maps)
PATTERNS IN	features of the four	Children should	Link to
THE UK AND	seasons in the UK.	recognise the	Science
THE LOCATION	Children should be	different weather	(seasonal,
OF HOT AND	able to describe the	patterns in each	weather
COLD AREAS	expected weather in	season in the UK.	patterns)
OF THE WORLD	the four seasons in the	Children should be	Link to
IN RELATION	UK.	able to identify that	fieldwork
TO THE	Children should begin	there are different	Knowledge
EQUATOR AND	to understand the	weather patterns in	of:
THE NORTH	world has an equator	different areas of	Maps
AND SOUTH	and be shown where it	the world	Aerial photos
POLES.	is on a world	depending on	Key Geo
	map/atlas.	where they are.	vocab
	Children should	Children should be	Human and
	monitor the weather	able to identify	Physical
	patterns in the UK	where the equator	features
	over a series of	is on a globe/map.	Continents
	days/weeks.	Children should be	Temperature
	Children should note	able to talk about	Rural and
	the	the different	urban areas
	similarities/differences	weather patterns	Local area
	in weather patterns	for countries that	
	over different periods	are close to the	
	across the year.	equator and far	
	Children should be	away from the	
	able to compare a hot	equator.	
	and cold area in the	Children should be	
	world and discuss their	able to identify the	
	key features, including	north and south	
	their physical and	pole on a	
	human features and	map/globe.	

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	different weather	Children should be	
	patterns.	able to identify	
	Children should be	they key features of	
	able to understand	the north/south	
	there is a north and	pole.	
	south pole.	Children should be	
		able to talk about	
		the similarities and	
		differences between	
		the north and	
		south pole.	
G5	Children should be	Children should be	
USE BASIC	able to use and	able to use key	
GEOGRAPHICAL	identify key physical	geographical	
VOCABULARY	features in a city, town	vocabulary when	
TO REFER TO	and village.	referring to human	
KEY PHYSICAL	Children should be	and physical	
FEATURES,	able to use and	features.	
INCLUDING:	identify key physical	Children should be	
BEACH, CLIFF,	features in their local	able describe key	
COAST,	area and across the	physical and human	
FOREST, HILL,	UK.	features using	
MOUNTAIN,	Children should begin	geographical	
SEA, OCEAN,	using photos, aerial	vocabulary.	
RIVER, SOIL,	photos and maps to	Children should be	
VALLEY,	identify key physical	able to identify key	
VEGETATION,	features.	physical and human	
SEASON,		features on a	
WEATHER		variety of sources	
		and maps.	
		Children should	
		describe the	
		similarities and	

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

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

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

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

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