

Hudson Road Primary School
Geography
Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u>	My Home	The Make-up of Britain	Mapping our Local Area	Our World	UK Comparison Study	Brazil and the Rainforest	Brazil - City Study and Trade
<u>Unit of Study Two</u>	My School	Looking After our World	London and Sunderland - A City Comparison	Rivers	Wild weather	Locating Places in the UK	Mountains
<u>Unit of Study Three</u>	People and my Community	Hot and Cold places	Bangladesh	Volcanoes, Earth-quakes and Tsunamis	European Study - Greece	Mapping the Wider World	Renewable and Non Renewable Energy

Local and National Geography

	EYFS My Home	Year 1 The Make-up of Britain	Year 2 Mapping our Local Area
Substantive Knowledge	<p>Birth to 3: Recognise and are calmed by a familiar voice. Start to develop conversation Understand simple who what and where questions</p> <p>3&4 Years Understand why questions Sing a large repertoire of songs Can start a conversation with an adult and continue it for many turns. Develop their sense of responsibility and membership of a community. Begin to make sense of their own life's story and family's history.</p> <p>Reception Use new vocabulary Talk about members of their immediate family and community. Recognise some similarities and differences between life in this country and life in other countries. Recognise environments are different to the one in which they live</p>	<p>-Name and locate the four countries of the UK and the surrounding seas -Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>- Locate Sunderland the River Wear on a map of the United Kingdom and local maps -Identify key features of both human and physical Geography in the local area (fieldwork opportunity) - identify the different uses of building e.g. residential housing, shopping centres, transport links, schools and hospitals -To identify key physical features such as rivers, valleys and coast. - To identify key human features such as office, harbour, port and factory.</p>
Disciplinary Knowledge (Think like a Geographer)	<p>Listen and respond to a simple instruction Explore the natural world around them Describe what they see here and feel outside.</p>	<p>- Use world maps, atlases and globes.</p>	<p>-Devise a simple map and use and construct basic symbols in a key -To use map symbols to represent key features of the locality - Use simple fieldwork and observational skills to study the geography of the local area, including key human and physical geography features</p>
Vocabulary	<p>Home Family Family names Garden Rooms Pets</p>	<p>Country Map Globe Island Sea United Kingdom England Scotland Wales Northern Ireland North Sea Irish Sea English Channel Spring Summer Autumn Winter</p>	<p>Season Weather</p> <p>Local Key Plot River Valley Coast Cliff Office Harbour Port Factory</p>

Specific Geography

	EYFS My School	Year 1 Looking After our World	Year 2 London and Sunderland Comparison
Substantive Knowledge	<p>Birth to 3: Recognise and are calmed by a familiar voice. Start to develop conversation Understand simple who what and where questions</p> <p>3&4 Years Understand why questions Sing a large repertoire of songs Can start a conversation with an adult and continue it for many turns. Develop their sense of responsibility and membership of a community. Begin to make sense of their own life's story.</p> <p>Reception Talk about members of their immediate family and community. Draw information from a simple map Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<ul style="list-style-type: none"> -Identify key features of both human and physical geography in towns, cities and villages -Begin to explain the impact people can have on the natural landscape -Describe several ways in which people can protect the natural world (fieldwork opportunity) 	<ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and their surrounding seas. -Identify key landmarks in London -Suggest differences and similarities between London and Sunderland
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> Draw information from a simple map. Describe what they see here and feel outside. Listen and respond to a simple instruction 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Use simple compass directions and locational and directional language to describe the location of features and routes on a map. -Use simple fieldwork and observational skills to study the geography of the local area, including key human and physical geography features - Use aerial photographs and plan perspectives to recognise landmarks.
Vocabulary	Classroom Playground Hall Dinning Hall Busy Quiet	City Town Village Human Physical Beach Forest Hill Mountain Farm House Shop Environment Recycle Reuse	London Edinburgh Cardiff Belfast Capital City Aerial view Key Near/Far Symbols Direction Position Route Journey Landmark Compass North East South West

Specific Geography

	EYFS My School	Year 1 Hot and Cold Places	Year 2 Bangladesh
Substantive Knowledge	<p>Birth to 3 Make connections between the people in their family and other families-</p> <p>3&4 Show interest in different occupations Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Reception Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>-Name and locate the world's seven continents and five oceans -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>- Compare the UK with Bangladesh (a contrasting place in the world). Compare both human and physical features.</p>
Disciplinary Knowledge (Think like a Geographer)	<p>Describe what they see here and feel outside. Listen and respond to a simple instruction Draw information from a simple map.</p>	<p>- Use world maps, atlases and globes to locate the world's seven continents and five oceans.</p>	<p>-Use simple compass directions, locational and directional vocabulary to describe the location of features and routes on a map -Devise a simple map and use and construct basic symbols in a key -To use map symbols to represent key features of the locality</p>
Vocabulary	<p>Church Bridge Flats School Park Beach Museum Car Park Shop</p>	<p>Ocean Europe Asia Africa North America South America Antarctica Oceania The Arctic Ocean The Southern Ocean The Indian Ocean The Atlantic Ocean The Pacific Ocean</p>	<p>Equator North Pole South Pole</p> <p>Overseas Flooding Vegetation Soil Dhaka Sundarbans</p>

Local and National Geography

	Year 3 Our World	Year 4 UK Comparison Study	Year 5 Brazil - Rainforests	Year 6 Brazil – City Study and Trade
Substantive Knowledge	<ul style="list-style-type: none"> - Name and locate the world's countries, using maps to focus on Europe, North and South America. - Identify the key human and physical characteristics of these countries. - Identify major cities of these countries. 	<ul style="list-style-type: none"> -Recognise and name key landmarks of the city of London -Population and locations of major cities of the UK and how they compare with London -Transport links that connect London with the rest of the UK and Europe e.g. channel tunnel, major airports, high speed rail links - Transport links within London (bus, rail, tube) and how this compares to Sunderland -The importance of the Thames in the growth of London 	<ul style="list-style-type: none"> -Rainforests are located between the Tropic of Cancer and the Tropic of Capricorn -Rainforests are a hot, humid biome. - The climate is characterised by high temperatures and high levels of precipitation. -The majority of the world's tropical rainforests are located in Brazil, South America -Rainforests are structured into emergent layer, canopy, understory and forest floor - -Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there. -Deforestation is the large-scale removal of trees from the rainforest 	<ul style="list-style-type: none"> -Brazil is the largest country in South America and its capital city is Brasilia -The largest city in Brazil is Sao Paulo -Compare key human and physical aspects of Brazil and UK e.g. climate, topography, landmarks and economy - Understand Brazil is a developing country and some people live in poverty - Slums in Brazil are called favelas -Brazil exports several resources to the UK and wider world e.g. coffee, cocoa -The economic pressure to export goods cheaply and the rationale behind fair trade
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate countries and describe features studied 	<ul style="list-style-type: none"> -Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and London - Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider 	<ul style="list-style-type: none"> - To use aerial and digital images to explain how land has changed over time - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Use maps, atlases, and digital/computer mapping to locate countries and describe features. - use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world
Vocabulary	Border Land use Rural Urban Settlement	Tourism Transport Retail Leisure Housing Business Ordnance Survey Grid Reference Northing Easting	Emergent layer Canopy Understory Forest floor Deforestation Tropical Rainforest	Trade Export Produce Slum Favela Fair Trade Income Organic Inequality

Specific Geography

	Year 3 Rivers	Year 4 Wild Weather	Year 5 Locating Places in the UK	Year 6 Mountains																																												
Substantive Knowledge	<ul style="list-style-type: none"> - Describe and understand the key aspects of the water cycle. -The main processes within the water cycle -Typical physical features found in the upper course of a river -Typical physical features found in the middle course of a river -Typical physical features found in the lower course of a river -How meanders are formed -How waterfalls are formed -The process of erosion and deposition on riverbanks -The benefits and advantages of dams -The risks and disadvantages of dams 	<ul style="list-style-type: none"> -The difference between weather and climate -That Tornadoes form when warm, humid air collides with cold, dry air. -The impact of tornadoes on people including jobs, housing and economy -That flooding occurs when rivers burst their banks after prolonged or intense rainfall -That many extreme weather events are associated with global warming -That global warming is a long-term change in the global climate 	<ul style="list-style-type: none"> - Name and locate counties of the UK - Name and locate cities of the UK - Study geographical regions of the UK and their identifying human and physical characteristics and key topographical features e.g. mountains. - Study land-use patterns in the UK and understand how aspects of these have changed over time. 	<ul style="list-style-type: none"> -Name and label the features of a mountain landscape -Understand how mountains are formed. -Understand how weather is affected by altitude and typical weather on mountains -Name and locate Pyrenees, Carpathians, Apennines and Ural mountain ranges of Europe. -The difficulties associated of living on/next to mountainous landscapes 																																												
Disciplinary Knowledge (Think like a Geographer)	<ul style="list-style-type: none"> -Use aerial photographs to categorise rivers -Use fieldwork to compare two local rivers (visit the Wear and Tyne) 	<ul style="list-style-type: none"> -Interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs to understand physical processes 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Use four grid references, symbols and key to build their knowledge of the wider world 	<ul style="list-style-type: none"> - Use relief maps -Use contour lines to understand how height is shown on a map -Interpret legends and heights shown on different maps - Use four and six-figure grid references, symbols and key to build their knowledge of the wider world 																																												
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Evaporation</td> <td style="width: 50%;">Waterfall</td> </tr> <tr> <td>Condensation</td> <td>Meander</td> </tr> <tr> <td>Precipitation</td> <td>Tributary</td> </tr> <tr> <td>Source</td> <td>Dam</td> </tr> <tr> <td>Upper course</td> <td>Lake</td> </tr> <tr> <td>Middle course</td> <td>Landscape</td> </tr> <tr> <td>Lower course</td> <td>Water Cycle</td> </tr> <tr> <td>Erosion</td> <td></td> </tr> <tr> <td>Deposition</td> <td></td> </tr> <tr> <td>Mouth</td> <td></td> </tr> <tr> <td>Weir</td> <td></td> </tr> </table>	Evaporation	Waterfall	Condensation	Meander	Precipitation	Tributary	Source	Dam	Upper course	Lake	Middle course	Landscape	Lower course	Water Cycle	Erosion		Deposition		Mouth		Weir		<ul style="list-style-type: none"> Climate Tsunami Weather front Air pressure Tornado Climate change Global warming 	<ul style="list-style-type: none"> Green belt Urban sprawl Industry Residential Developed County Boundary Geographical Region 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Range</td> <td style="width: 50%;">Legend</td> </tr> <tr> <td>Peak</td> <td></td> </tr> <tr> <td>Summit</td> <td></td> </tr> <tr> <td>Outcrop</td> <td></td> </tr> <tr> <td>Ridge</td> <td></td> </tr> <tr> <td>Snowline</td> <td></td> </tr> <tr> <td>Plateau</td> <td></td> </tr> <tr> <td>Foot</td> <td></td> </tr> <tr> <td>Altitude</td> <td></td> </tr> <tr> <td>Contour Lines</td> <td></td> </tr> <tr> <td>Relief Map</td> <td></td> </tr> </table>	Range	Legend	Peak		Summit		Outcrop		Ridge		Snowline		Plateau		Foot		Altitude		Contour Lines		Relief Map	
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Geography Around The World

	Year 3 Volcanos, Earthquakes and Tsunamis	Year 4 European Study - Greece	Year 5 Mapping the Wider World	Year 6 Renewable and Non-Renewable Energy
Substantive Knowledge	<ul style="list-style-type: none"> -The earth is made up of the crust, mantle and core -The core comprises of two sections; inner core which is solid and the outer core which is liquid -The crust is made up of tectonic plates which move on top of the liquid mantle -When tectonic plates move, this causes earthquakes -When molten magma reaches the surface as lava, it can form volcanoes -The 'Ring of Fire' is an area of the Pacific Ocean that is shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes. -Volcanoes can be active, extinct or dormant. -To explain how volcanoes impact upon different people's lives 	<ul style="list-style-type: none"> -Greece is a country located in Southern Europe, between Albania and Turkey. -It borders the Aegean Sea, Ionian Sea and the Mediterranean Sea -Greece consists of mainland, two peninsulas and a series of smaller islands -Greece is mountainous. Mount Olympus is the highest point in Greece. -Greece experiences a Mediterranean climate: mild and wet winters, followed by hot dry summers. -To explain why the physical characteristics of Greece make it an appealing holiday destination -To explain why the human features of Greece make it an appealing holiday destination -To explain how tourism contributes to the country's economy 	<ul style="list-style-type: none"> - Describe and understand the different climate zones of the world. - Describe and understand the five main biomes worldwide. - Describe and understand vegetation belts. - Identify the significance and position of the Prime/Greenwich Meridian. - Understand the significance of the world's time zones. - To use an atlas to locate the tropic of Cancer, Capricorn and equator -To use an atlas to locate the Arctic and Antarctic Circle. -To explain how the latitude and longitude of a country affects its climate 	<ul style="list-style-type: none"> -There are renewable and non-renewable forms of energy -How renewable energy is produced from wind turbines, solar power and tidal turbines -The environmental impact of non-renewable energy such as oil and coal -The environmental impact of disasters such as oil spills - Actions that we can take to reduce our energy consumption
Disciplinary Knowledge (Think like a Geographer)	- Use atlases to find out specific information.	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/ computer mapping to gain knowledge of the wider world.	-Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings
Vocabulary	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Lava Magma Molten Crust Active Extinct Dormant Ash Mantle Inner Core Outer Core </div> <div style="width: 45%;"> Vent Tectonic Plate Aftershock Fertile Crops </div> </div>	Peninsula Mainland Tourism Economy Mediterranean Climate	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Northern Hemisphere Southern Hemisphere Latitude Longitude Polar Temperate Arid Tropical Mediterranean Mountain Climate </div> <div style="width: 45%;"> Biome Forest Grassland Desert Tundra Aquatic Prime/Greenwich Meridian </div> </div>	Renewable/ non-renewable Sustainable / non-sustainable Solar power Tidal power Nuclear power Conserve Turbines Carbon-footprint