



St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith

Geography Essential Knowledge

<p>Class 1 (EYFS – Y1)</p>	<p>Cycle A</p>	<p>Geography skills & fieldwork Me and my school</p> <ul style="list-style-type: none"> *To locate the school on an aerial photograph *To create a map of the classroom *To locate key features of the playground *To draw a simple map *To investigate how we feel about our playground *To create a design to improve our playground. 	<p>Human & Physical geography What is the weather like in the UK?</p> <ul style="list-style-type: none"> *To locate the four countries of the UK *To identify seasonal changes in the UK *To identify the four compass directions *To investigate daily weather patterns *To identify daily weather patterns in the UK *To understand how the weather changes with each season 	<p>Human & physical geography What can you see at the coast?</p> <ul style="list-style-type: none"> *To identify geographical characteristics of the UK *To locate the seas and oceans surrounding the UK *To explain what the coast is *To investigate how people use the local coast *To present findings on how people use the local coast *To know the names of the five oceans and locate them on a map
		<p>Key vocabulary</p> <p>aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village, farm, house, school,</p>	<p>Key vocabulary</p> <p>atlas, autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter</p>	<p>Key vocabulary</p> <p>aerial photograph, capital city, city, cliff, coast, coastline, continent, country, data collection, fieldwork, island, harbour, human feature, lake, landmark, location, locate, ocean, physical feature, pictogram, pier, river, sand dunes, sea, tally chart, tourist, town, village</p>
	<p>Cycle B</p>	<p>Geography skills & fieldwork What is it like here ?</p> <ul style="list-style-type: none"> *To locate my house on an aerial photograph *To create a map of my bedroom *To locate key features of my local area *To draw a simple map *To investigate how we feel about our local area *To create a design to improve my local area 	<p>Human & Physical geography Hot and cold places</p> <ul style="list-style-type: none"> *To name and locate the seven continents *To locate the North and South Poles *To locate the Equator *To recognise clothing that is appropriate for hot and cold places *To compare the similarities and differences between hot and cold places *To recognise and identify animals that live in hot and cold places 	<p>Place knowledge What is it like to live in Australia?</p> <ul style="list-style-type: none"> *To recognise physical and human features *To draw a sketch map *To name and locate some continents on a world map (Australia) *To identify physical and human features of a Non-European country (Australia) *To describe what it is like in Australia *To compare Australia to a small area of the UK

		<p>Key vocabulary</p> <p>aerial photograph, aerial view, atlas, beach, car park, city, country, directional language, farm, feature, feelings, fieldwork, house, land, locate, location, map, north, photograph, place, pond, position, post office, postcard, present, river, roundabout, route, school grounds, sea, shop, symbol, town, village</p>	<p>Key vocabulary</p> <p>climate, compass, continent, country, Equator, globe, ice sheet, land, locate, map, mild, ocean, human feature, physical feature, polar, rain gauge, sea, temperate, temperature, thermometer, weather</p>	<p>Key vocabulary</p> <p>continent, country, different, directional language e.g. near, far, next to, behind, etc, key, human feature, map, physical feature, similar, symbol</p>
Class 2 (Y2-3)	Cycle A	<p>Geography skills & fieldwork</p> <p>Map Skills</p> <p>*To understand what a map is and where and how it might be used. *To understand what map symbols are and be able to identify some. *Understand how to read simple maps of our school. *To know 4 and 8 compass points and use these to follow directions. To use aerial maps of the school and local area to locate places. *Use 4 figure grid references to locate places on maps. *To draw maps using map symbols, and locate places using grid references.</p>	<p>Place knowledge</p> <p>Life in Antarctica</p> <p>*To understand the position and significance of lines of latitude. *To describe the location and physical features of Antarctica. *To describe the human features of the Antarctica. *To use 4 figure grid references to describe the journey of Shackleton. *To plan a simple route on a map using compass points. *To follow instructions involving compass points and map a simple route.</p>	<p>Place knowledge</p> <p>The importance of the rainforest</p> <p>*To describe and give examples of a biome. *What is the amazon rainforest like? *Who lives in the rainforest. *How are rainforests changing. *Use of local woodland – data collection. *Use of local woodland – findings.</p>
		<p>Key vocabulary</p> <p>Map map symbols key compass points north south east west aerial map aerial view grid references physical features human features</p>	<p>Key vocabulary</p> <p>Climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty.</p>	<p>Key vocabulary</p> <p>Analyse biome buttress roots canopy layer community data deforestation drought enquiry equator forest floor global warming greenhouse gas indigenous people interpret lianas lines of latitude logging mining present questionnaire quote risk route summarise tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts</p>
	Cycle B	<p>Locational knowledge</p> <p>Let's look at the United Kingdom</p>	<p>Place knowledge</p>	<p>Human & Physical geography</p> <p>What is it like to live in Shanghai?</p>

		<ul style="list-style-type: none"> *To identify countries of the UK. *To identify features of the school grounds. *To use directional language to describe the location of features. *To recognise features on an aerial map. *To recognise and use map symbols. *To recognise features around school and how they make us feel. 	<p>Would you prefer to live in a hot or cold place? (the UK vs Kenya)</p> <ul style="list-style-type: none"> *To name and locate the seven continents. *To locate the north and south poles. *To locate the equator on a world map. *To compare the features of UK and Kenya. *To investigate the local weather conditions of UK and Kenya. *To identify key features of hot and cold countries. 	<ul style="list-style-type: none"> *To recognise human and physical features of our local area. *To draw simple sketch maps. *To name and locate the continents on a world map. *TO locate key human and physical features in a non-European country (China). *To describe what is it like in Shanghai. *To compare Shanghai to our local area.
		Key vocabulary	Key vocabulary	Key vocabulary
		Aerial photograph aerial view atlas beach car park city country directional language farm feature feelings fieldwork forest hill house	Arid climate compass continent country desert equator globe grasslands human features ice sheet land locate map mild	Continent country different directional language near far next to behind key human feature physical feature similar symbol
Class 3 (Y4-6)	Cycle A	Geography skills & fieldwork What is it like to live near Liverpool?	Human & Physical geography What is life like in the Alps?	Human & physical geography Why do oceans matter?
		<p>To investigate physical and human features of our local area.</p> <p>To locate key features of the local and surrounding areas.</p> <p>To understand how the local area is used, using a variety of data collection methods.</p> <p>To collect data showing how population impacts on the local area.</p> <p>To recognise Ordnance Survey symbols on maps and locate features using four (or eight) figure grid references.</p>	<p>To locate the Alps on a map.</p> <p>To locate the key physical and human characteristics.</p> <p>To describe the physical and human features of an Alpine region.</p> <p>To investigate what there is to do in the local area using data collection.</p> <p>To understand similarities and differences between the local area and an Alpine area.</p> <p>To understand the human and physical geography of the Alps.</p>	<p>To explain the importance of our oceans.</p> <p>To locate and describe the significance of the Great Barrier Reef.</p> <p>To explain the impact humans have on coral reefs and oceans.</p> <p>To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</p> <p>To collect data on the types of litter polluting a marine environment.</p> <p>To present, analyses and evaluate data collected.</p>
		Key vocabulary	Key vocabulary	Key vocabulary
		Fieldwork, evidence, digital technologies, conclusion, cartogram, Geographic Information System (GIS), pie chart, line graph, live data, consideration, annotate,	Atlas, climate, climate change coniferous trees, data deciduous trees, enquiry	Atmosphere, biodegradable, buffer coral bleaching, coral reef, decompose digital map, disposable, ecology ecosystem, erosion, geology

		justify , issue, viewpoint, data collection methods, subjective, audience, recommendation, investigate, interview, method, risk, enquiry, data, analyse, present, quantitative/qualitative data, summarise interpret, quote, source, sample size, reliability, limitations, open-ended/closed question, Likert scale	fold mountain, glacier, hemisphere, human feature land height, latitude, leisure longitude, method, mountain climate, mountain range OS map, physical feature Population, questionnaire sea level, recreational land use risk, route, scale temperate, temperate forest, tourism, tourist, vegetation	habitat, human footprint erosion, geology, habitat human footprint, marine microplastics, natural disaster ocean current, policy, renewable energy, single use plastic, species, water cycle
	Cycle B	Human & Physical geography Where does food come from? To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food.	Human & Physical geography Where does energy come from? To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. To understand how energy is generated in the United States. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.	Human & Physical geography Would you like to live in a desert? To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats of desert environments. To explore the similarities and differences between two physical environments.
		Key vocabulary air freight, carbon footprint, consume, distribution, export fertiliser, food bank, food miles, grant, import, pesticides, produce qualitative, quantitative, reliability, responsible trade sample size, scale bar, seasonal food, source, sustainability, trade, trend	Key vocabulary Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, Producer, regenerate, renewable, replenish, sea level, solar power, time zone urban planner, wind power six-figure grid reference	Key vocabulary Agriculture, airstrip, arid, barren Biome, climate, desert Desertification, drought flash flood, mesa, mining mushroom rock, national park natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse time zone, tourist attraction, vegetation, weather
	Cycle C	Human & Physical geography What are rivers?	Human & Physical geography Earthquakes & Volcanoes	Geography skills & fieldwork Can I carry out a fieldwork enquiry? – Formby

		<ul style="list-style-type: none"> *To describe how the water cycle works. * To recognise the features and courses of a river. * To name and locate some of the world's longest rivers. * To describe how rivers are used. * To identify and locate human and physical features on a map. * To collect data on the features of a local river. 	<ul style="list-style-type: none"> * To name and describe the layers of the Earth. * To explain how and where mountains are formed. * To explain why volcanoes happen and where they occur. * To recognise the negative and positive effects of living near a volcano. * To explain what earthquakes are and where they occur. * To observe and record the location of rocks around the school grounds and discuss findings. 	<ul style="list-style-type: none"> *To develop an enquiry question. * To determine the most effective data collection methods for fieldwork. * To plan a route for a fieldwork trip. * To collect the data to answer the enquiry question. * To determine an answer to the enquiry question. * To present my findings.
		<p style="text-align: center;">Key vocabulary</p> <p>Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall</p>	<p style="text-align: center;">Key vocabulary</p> <p>active volcano, climate change, composite, volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block, mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs</p>	<p style="text-align: center;">Key vocabulary</p> <p>Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint</p>