



# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

GEOGRAPHY	
FS1	FS2
<p><u>Knowledge</u></p> <p>To know where different parts of the learning environment are and the resources within</p> <p>To know that the weather has changed</p> <p>To name the different weather types</p> <p>To name the local places around their school</p> <p>To name; mountain, the sea, beach, cliff and bondu</p> <p>To know that Cyprus is a country and their families may come from a different country</p> <p>To name different sources of water and identify these within the local community – lake, sea and river</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Identify and describe changes in the weather</p> <p><u>Vocabulary</u></p> <p>Weather, mountain, the sea, beach, cliff and bondu, lake, sea, river</p>	<p><u>Knowledge</u></p> <p>To name geographical features of Cyprus – sea, beach, cliff, mountain, forest, Salt Lake, bondu, island</p> <p>To know that Cyprus the country is an island</p> <p>To know that some of our family live in different countries</p> <p>To know that Cyprus is an island and where it is within the world</p> <p>To know that cold places are different to Cyprus and why</p> <p>To know which body of water surrounds Cyprus</p> <p>To know about some of the creatures that live in the water around Cyprus</p> <p>To know about indigenous creatures of Cyprus e.g. turtles</p> <p>To know, in simple terms, about migration and that the flamingos in Akrotiri migrate</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>Vocabulary</u></p> <p>Maps, sea, beach, cliff, mountain, forest, Salt Lake, bondu, island, Cyprus, world</p>

### Curriculum Drivers

**Personal:** our world – context – society  
**Originality:** oracy – adventure – risk – aspiration – creativity  
**Well-being:** mental and physical - meta cognitive – learning powers  
**Environment and Nature:** environment – sustainability  
**Real:** here and now – current affairs - topical

### Geography

**“The study of geography is about more than just memorising places on a map, it’s about understanding the complexity of our world.”**

Barack Obama





# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

GEOGRAPHY		
FS1	FS2	Y1
<p><u>Knowledge</u></p> <p>To know where different parts of the learning environment are and the resources within</p> <p>To know that the weather has changed</p> <p>To name the different weather types</p> <p>To name the local places around their school</p> <p>To name; mountain, the sea, beach, cliff and bondu</p> <p>To know that Cyprus is a country and their families may come from a different country</p> <p>To name different sources of water and identify these within the local community – lake, sea and river</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Identify and describe changes in the weather</p> <p><u>Vocabulary</u></p> <p>Weather, mountain, the sea, beach, cliff and bondu, lake, sea, river</p>	<p><u>Final product</u></p> <p><u>Knowledge</u></p> <p>To name geographical features of Cyprus – sea, beach, cliff, mountain, forest, Salt Lake, bondu, island</p> <p>To know that Cyprus the country is an island</p> <p>To know that some of our family live in different countries</p> <p>To know that Cyprus is an island and where it is within the world</p> <p>To know that cold places are different to Cyprus and why</p> <p>To know which body of water surrounds Cyprus</p> <p>To know about some of the creatures that live in the water around Cyprus</p> <p>To know about indigenous creatures of Cyprus e.g. turtles</p> <p>To know, in simple terms, about migration and that the flamingos in Akrotiri migrate</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>Vocabulary</u></p> <p>Maps, sea, beach, cliff, mountain, forest, Salt Lake, bondu, island, Cyprus, world</p>	<p><u>Locational knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can name and locate the four countries and capital cities of the UK</p> <p>I can name and locate the seas surrounding the UK</p> <p>I can find the UK and its countries on a map, globe and in an atlas</p> <p><u>Vocabulary</u></p> <p>Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast</p> <p><u>Knowledge (Human and physical geography)</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can identify seasonal and daily weather patterns in the UK.</p> <p><u>Vocabulary</u></p> <p>Tally chart, Bar graph, Compare, Changes, Observe, weather, patterns</p> <p><u>Place knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of Akrotiri, compared with London (excluding the beach)</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can 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>I can talk about physical and human geographical similarities and differences between a small area of the UK</p> <p>I can use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map</p> <p>I can create a simple map of my own</p> <p>I observe the geography of my school grounds</p> <p>I can use photographs and maps to identify features</p> <p><u>Vocabulary</u></p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, city, town, factory, farm, office, shop, North, East, South, West, up, down, left, right</p>





# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

GEOGRAPHY		
FS2	Y1	Y2
<p><u>Knowledge</u></p> <p>To name geographical features of Cyprus – sea, beach, cliff, mountain, forest, Salt Lake, bondu, island</p> <p>To know that Cyprus the country is an island</p> <p>To know that some of our family live in different countries</p> <p>To know that Cyprus is an island and where it is within the world</p> <p>To know that cold places are different to Cyprus and why</p> <p>To know which body of water surrounds Cyprus</p> <p>To know about some of the creatures that live in the water around Cyprus</p> <p>To know about indigenous creatures of Cyprus e.g. turtles</p> <p>To know, in simple terms, about migration and that the flamingos in Akrotiri migrate</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>Vocabulary</u></p> <p>Maps, sea, beach, cliff, mountain, forest, Salt Lake, bondu, island, Cyprus, world</p>	<p><u>Final product</u></p> <p><u>Locational knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can name and locate the four countries and capital cities of the UK</p> <p>I can name and locate the seas surrounding the UK</p> <p>I can find the UK and its countries on a map, globe and in an atlas</p> <p><u>Vocabulary</u></p> <p>Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast</p> <p><u>Final product</u></p> <p><u>Knowledge (Human and physical geography)</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can identify seasonal and daily weather patterns in the UK.</p> <p><u>Vocabulary</u></p> <p>Tally chart, Bar graph, Compare, Changes, Observe, weather, patterns</p> <p><u>Final product</u></p> <p><u>Place knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of Akrotiri, compared with London (excluding the beach)</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can 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>I can talk about physical and human geographical similarities and differences between a small area of the UK</p> <p>I can use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map</p> <p>I can create a simple map of my own</p> <p>I observe the geography of my school grounds</p> <p>I can use photographs and maps to identify features</p> <p><u>Vocabulary</u></p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, city, town, factory, farm, office, shop, North, East, South, West, up, down, left, right</p>	<p><u>Locational knowledge</u></p> <p>Name and locate the world's seven continents and five oceans</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can name and locate the world's seven continents</p> <p>I can name and locate the world's five oceans</p> <p>I can use simple compass directions (North, South, East, West) to describe the location of features and routes on a map</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>I can draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) I can use and construct basic symbols in a key</p> <p><u>Vocabulary</u></p> <p>Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern, North, South, East, West, Compass, key</p> <p><u>Knowledge (Human and physical geography)</u></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can locate hot and cold areas of the world in relation to the Equator and North and South poles</p> <p><u>Vocabulary</u></p> <p>Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain, North Pole, South Pole, Equator</p> <p><u>Place knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of Cyprus and of a small area in a contrasting non-European country e.g. UAE</p> <p><u>Skills</u> (to include: geographical skills and fieldwork)</p> <p>I can use simple fieldwork and observational skills to study the geography of a small area of Cyprus, focusing on the key human and physical features</p> <p>I can talk about physical and human geographical similarities and differences between a small area of a non- European country</p> <p><u>Vocabulary</u></p> <p>City, Town, Village, Port, Harbour, Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain</p>





# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

GEOGRAPHY		
Y1	Y2	Y3
<p><b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Skills</b> (to include: geographical skills and fieldwork) I can name and locate the four countries and capital cities of the UK I can name and locate the seas surrounding the UK I can find the UK and its countries on a map, globe and in an atlas <b>Vocabulary</b> Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast</p> <p><b>Knowledge (Human and physical geography)</b> Identify seasonal and daily weather patterns in the United Kingdom <b>Skills</b> (to include: geographical skills and fieldwork) I can identify seasonal and daily weather patterns in the UK. <b>Vocabulary</b> Tally chart, Bar graph, Compare, Changes, Observe, weather, patterns</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of Akrotiri, compared with London (excluding the beach) <b>Skills</b> (to include: geographical skills and fieldwork) I can 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 I can talk about physical and human geographical similarities and differences between a small area of the UK I can use directional language such as near and far, up and down, left and right, forwards and backwards I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map I can create a simple map of my own I observe the geography of my school grounds I can use photographs and maps to identify features <b>Vocabulary</b> Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, city, town, factory, farm, office, shop, North, East, South, West, up, down, left, right</p>	<p><b>Final product</b> <b>Locational knowledge</b> Name and locate the world's seven continents and five oceans <b>Skills</b> (to include: geographical skills and fieldwork) I can name and locate the world's seven continents I can name and locate the world's five oceans I can use simple compass directions (North, South, East, West) to describe the location of features and routes on a map I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features I can draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) I can use and construct basic symbols in a key <b>Vocabulary</b> Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern, North, South, East, West, Compass, key</p> <p><b>Final product</b> <b>Knowledge (Human and physical geography)</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Skills</b> (to include: geographical skills and fieldwork) I can locate hot and cold areas of the world in relation to the Equator and North and South poles <b>Vocabulary</b> Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain, North Pole, South Pole, Equator</p> <p><b>Final product</b> <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of Cyprus and of a small area in a contrasting non-European country e.g. UAE <b>Skills</b> (to include: geographical skills and fieldwork) I can use simple fieldwork and observational skills to study the geography of a small area of Cyprus, focusing on the key human and physical features I can talk about physical and human geographical similarities and differences between a small area of a non-European country <b>Vocabulary</b> City, Town, Village, Port, Harbour, Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe – concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: Equator, Northern Hemisphere and Southern Hemisphere <b>Skills</b> (to include: geographical skills and fieldwork) I can use the eight compass directions to describe the location of features on a map I can read symbols and keys to locate features on a map. I can use maps, atlases and globes to locate countries and describe features studied. I can draw maps showing human and physical features I can use standard symbols, and understand the importance of a key <b>Vocabulary</b> Equator, Northern Hemisphere and Southern Hemisphere, 4 compass points, North, South, East, West, Coordinates, X axis, Y axis, direction</p> <p><b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of: Physical geography, including: Volcanoes and earthquakes <b>Skills</b> (to include: geographical skills and fieldwork) I can describe some aspects of physical geography of a European country (Cyprus) e.g. volcanoes and earthquakes Use fieldwork to observe and compare the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>Vocabulary</b> Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region within a European country e.g. Cyprus <b>Skills</b> (to include: geographical skills and fieldwork) I can talk about physical and human similarities and differences between different parts of Cyprus, and how some of these have changed over time <b>Vocabulary</b> Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population</p>

**Personal:** our world – context – society  
**Originality:** oracy – adventure – risk – aspiration – creativity  
**Well-being:** mental and physical - meta cognitive – learning powers  
**Environment and Nature:** environment – sustainability  
**Real:** here and now – current affairs - topical

### Geography

**“The study of geography is about more than just memorising places on a map, it’s about understanding the complexity of our world.”**

Barack Obama





# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

GEOGRAPHY		
Y2	Y3	Y4
<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans <b>Skills</b> (to include: geographical skills and fieldwork) I can name and locate the world's seven continents I can name and locate the world's five oceans I can use simple compass directions (North, South, East, West) to describe the location of features and routes on a map I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features I can draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) I can use and construct basic symbols in a key <b>Vocabulary</b> Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern, North, South, East, West, Compass, key</p> <p><b>Knowledge (Human and physical geography)</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Skills</b> (to include: geographical skills and fieldwork) I can locate hot and cold areas of the world in relation to the Equator and North and South poles <b>Vocabulary</b> Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain, North Pole, South Pole, Equator</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of Cyprus and of a small area in a contrasting non-European country e.g. UAE <b>Skills</b> (to include: geographical skills and fieldwork) I can use simple fieldwork and observational skills to study the geography of a small area of Cyprus, focusing on the key human and physical features I can talk about physical and human geographical similarities and differences between a small area of a non-European country <b>Vocabulary</b> City, Town, Village, Port, Harbour, Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain</p>	<p><b>Final product</b> <b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe – concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: Equator, Northern Hemisphere and Southern Hemisphere <b>Skills</b> (to include: geographical skills and fieldwork) I can use the eight compass directions to describe the location of features on a map I can read symbols and keys to locate features on a map. I can use maps, atlases and globes to locate countries and describe features studied. I can draw maps showing human and physical features I can use standard symbols, and understand the importance of a key <b>Vocabulary</b> Equator, Northern Hemisphere and Southern Hemisphere, 4 compass points, North, South, East, West, Coordinates, X axis, Y axis, direction</p> <p><b>Final product</b> <b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of: Physical geography, including: Volcanoes and earthquakes <b>Skills</b> (to include: geographical skills and fieldwork) I can describe some aspects of physical geography of a European country (Cyprus) e.g. volcanoes and earthquakes Use fieldwork to observe and compare the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>Vocabulary</b> Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct</p> <p><b>Final product</b> <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region within a European country e.g. Cyprus <b>Skills</b> (to include: geographical skills and fieldwork) I can talk about physical and human similarities and differences between different parts of Cyprus, and how some of these have changed over time <b>Vocabulary</b> Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population</p>	<p><b>Locational knowledge</b> Name and locate countries and cities of the United Kingdom, other geographical regions and identify the 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 <b>Skills</b> (to include: geographical skills and fieldwork) I can name and locate countries I am learning about I can name and locate the major cities of Europe on a map I can identify the position of and correctly use the terms Equator, Northern and Southern Hemisphere and Arctic and Antarctic Circle I can locate the UK on a variety of different scale maps I can find the UK and its counties using maps Making maps I can draw maps showing human and physical features I can recognise and use OS map symbols, including completion of a key and understanding why it is important <b>Vocabulary</b> Continent, City, County, Equator, Europe, United Kingdom, Sandwich, Thanet, Kent, Wetlands, Marshlands, symbols, OS maps, Arctic and Antarctic Circle</p> <p><b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of: Physical geography, including: Biomes, rivers and the water cycle Human geography, including: Types of settlement and land use <b>Skills</b> (to include: geographical skills and fieldwork) I can describe and compare key aspects of physical geography, including biomes, rivers and the water cycle Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs <b>Vocabulary</b> Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, water cycle, biomes</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of a country and identify key similarities and differences <b>Vocabulary</b> Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural</p>

**Personal:** our world – context – society  
**Originality:** oracy – adventure – risk – aspiration – creativity  
**Well-being:** mental and physical - meta cognitive – learning powers  
**Environment and Nature:** environment – sustainability  
**Real:** here and now – current affairs - topical

### Geography

“The study of geography is about more than just memorising places on a map, it's about understanding the complexity of our world.”

Barack Obama







# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

### GEOGRAPHY

Y3

Y4

Y5

<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe – concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: Equator, Northern Hemisphere and Southern Hemisphere <b>Skills</b> (to include: geographical skills and fieldwork) I can use the eight compass directions to describe the location of features on a map I can read symbols and keys to locate features on a map. I can use maps, atlases and globes to locate countries and describe features studied. I can draw maps showing human and physical features I can use standard symbols, and understand the importance of a key <b>Vocabulary</b> Equator, Northern Hemisphere and Southern Hemisphere, 4 compass points, North, South, East, West, Coordinates, X axis, Y axis, direction</p>	<p><b>Final product</b> <b>Locational knowledge</b> Name and locate countries and cities of the United Kingdom, other geographical regions and identify the 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 <b>Skills</b> (to include: geographical skills and fieldwork) I can name and locate countries I am learning about I can name and locate the major cities of Europe on a map I can identify the position of and correctly use the terms Equator, Northern and Southern Hemisphere and Arctic and Antarctic Circle I can locate the UK on a variety of different scale maps I can find the UK and its counties using maps Making maps I can draw maps showing human and physical features I can recognise and use OS map symbols, including completion of a key and understanding why it is important <b>Vocabulary</b> Continent, City, County, Equator, Europe, United Kingdom, Sandwich, Thanet, Kent, Wetlands, Marshlands, symbols, OS maps, Arctic and Antarctic Circle</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on North and South America – concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of the locality I am studying I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle I can compare maps with aerial photographs I can begin to use atlases to find out other information (e.g. temperature) I can find and recognise places on maps of different scales I can use the eight points of a compass. I can read six-figure grid references, symbols and key on a map <b>Vocabulary</b> Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference</p>
<p><b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of: Physical geography, including: Volcanoes and earthquakes <b>Skills</b> (to include: geographical skills and fieldwork) I can describe some aspects of physical geography of a European country (Cyprus) e.g. volcanoes and earthquakes Use fieldwork to observe and compare the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>Vocabulary</b> Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct</p>	<p><b>Final product</b> <b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of physical geography, including: Biomes, rivers and the water cycle Human geography, including: Types of settlement and land use <b>Skills</b> (to include: geographical skills and fieldwork) I can describe and compare key aspects of physical geography, including biomes, rivers and the water cycle Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs <b>Vocabulary</b> Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, water cycle, biomes</p>	<p><b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of Physical geography, including: Climate zones, mountains (e.g. Andes) <b>Skills</b> (to include: geographical skills and fieldwork) I can describe and compare key aspects of Physical geography – climate zones and mountains 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. <b>Vocabulary</b> Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region within South America (e.g. Brazil) <b>Skills</b> (to include: geographical skills and fieldwork) I can understand geographical similarities and differences of human and physical geography of a region <b>Vocabulary</b> Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales</p>
<p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region within a European country e.g. Cyprus <b>Skills</b> (to include: geographical skills and fieldwork) I can talk about physical and human similarities and differences between different parts of Cyprus, and how some of these have changed over time <b>Vocabulary</b> Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population</p>	<p><b>Final product</b> <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of a country and identify key similarities and differences <b>Vocabulary</b> Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on North and South America – concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of the locality I am studying I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle I can compare maps with aerial photographs I can begin to use atlases to find out other information (e.g. temperature) I can find and recognise places on maps of different scales I can use the eight points of a compass. I can read six-figure grid references, symbols and key on a map <b>Vocabulary</b> Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference</p>

Curriculum Drivers

**Personal:** our world – context – society  
**Originality:** oracy – adventure – risk – aspiration – creativity  
**Well-being:** mental and physical - meta cognitive – learning powers  
**Environment and Nature:** environment – sustainability  
**Real:** here and now – current affairs - topical

Geography

“The study of geography is about more than just memorising places on a map, it’s about understanding the complexity of our world.”

Barack Obama





# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

### GEOGRAPHY

Y4	Y5	Y6
<p><b>Locational knowledge</b> Name and locate countries and cities of the United Kingdom, other geographical regions and identify the 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 <b>Skills</b> (to include: geographical skills and fieldwork) I can name and locate countries I am learning about I can name and locate the major cities of Europe on a map I can identify the position of and correctly use the terms Equator, Northern and Southern Hemisphere and Arctic and Antarctic Circle I can locate the UK on a variety of different scale maps I can find the UK and its counties using maps Making maps I can draw maps showing human and physical features I can recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p><b>Vocabulary</b> Continent, City, County, Equator, Europe, United Kingdom, Sandwich, Thanet, Kent, Wetlands, Marshlands, symbols, OS maps, Arctic and Antarctic Circle</p> <p><b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of physical geography, including: Biomes, rivers and the water cycle Human geography, including: Types of settlement and land use <b>Skills</b> (to include: geographical skills and fieldwork) I can describe and compare key aspects of physical geography, including biomes, rivers and the water cycle Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</p> <p><b>Vocabulary</b> Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, water cycle, biomes</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of a country and identify key similarities and differences <b>Vocabulary</b> Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural</p>	<p><b>Final product</b> <b>Locational knowledge</b> Locate the world's countries, using maps to focus on North and South America –concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of the locality I am studying I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle I can compare maps with aerial photographs I can begin to use atlases to find out other information (e.g. temperature) I can find and recognise places on maps of different scales I can use the eight points of a compass. I can read six-figure grid references, symbols and key on a map <b>Vocabulary</b> Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference</p> <p><b>Final product</b> <b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of Physical geography, including: Climate zones, mountains (e.g. Andes) <b>Skills</b> (to include: geographical skills and fieldwork) I can describe and compare key aspects of Physical geography – climate zones and mountains 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. <b>Vocabulary</b> Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain</p> <p><b>Final product</b> <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region within South America (e.g. Brazil) <b>Skills</b> (to include: geographical skills and fieldwork) I can understand geographical similarities and differences of human and physical geography of a region <b>Vocabulary</b> Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales</p> <p><b>Final product</b> <b>Locational knowledge</b> Locate the world's countries, using maps to focus on North and South America –concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of: latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night <b>Skills</b> (to include: geographical skills and fieldwork) I can locate human and physical characteristics of the locality I am studying I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle I can compare maps with aerial photographs I can begin to use atlases to find out other information (e.g. temperature) I can find and recognise places on maps of different scales I can use the eight points of a compass. I can read six-figure grid references, symbols and key on a map <b>Vocabulary</b> Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (<b>Link to WW2</b>) <b>Skills</b> (to include: geographical skills and fieldwork) I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages I can find countries, continents and oceans using atlases, maps and digital maps, describing their features I can use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods – sketch maps, plans and graphs. I can read six-figure grid references, symbols and keys on a map (including the use of Ordnance Survey maps)</p> <p><b>Vocabulary</b> Continent, Country, Region, Germany, Poland, France, Eastern Europe, Europe, Border, Russia</p> <p><b>Knowledge (Human and physical geography)</b> Human geography, including: Economic activity including trade links, and the distribution of natural resources including energy, food, vegetation belts, minerals and water <b>Skills</b> (to include: geographical skills and fieldwork) I can use atlases to find out data about other places I can make plans of the local area showing human and physical features I can discuss how some features and land-use patterns have changed over time</p> <p><b>Vocabulary</b> Vegetation belt, Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region in a European country <b>Skills</b> (to include: geographical skills and fieldwork) I can describe and compare similarities and differences of the human and physical geography of a region in a European country I can describe how locations around the world are changing and explain some of the reasons for change <b>Vocabulary</b> Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions</p>

**Personal:** our world – context – society  
**Originality:** oracy – adventure – risk – aspiration – creativity  
**Well-being:** mental and physical - meta cognitive – learning powers  
**Environment and Nature:** environment – sustainability  
**Real:** here and now – current affairs - topical

"The study of geography is about more than just memorising places on a map, it's about understanding the complexity of our world."

Barack Obama





# Honesty Empathy Aspiration Respect Teamwork

## Knowledge and skills document

GEOGRAPHY	
Y5	Y6
<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on North and South America –concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of: latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can locate human and physical characteristics of the locality I am studying</p> <p>I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle</p> <p>I can compare maps with aerial photographs</p> <p>I can begin to use atlases to find out other information (e.g. temperature)</p> <p>I can find and recognise places on maps of different scales</p> <p>I can use the eight points of a compass.</p> <p>I can read six-figure grid references, symbols and key on a map</p> <p><b>Vocabulary</b> Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference</p> <p><b>Knowledge (Human and physical geography)</b> Describe and understand key aspects of Physical geography, including: Climate zones, mountains (e.g. Andes)</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can describe and compare key aspects of Physical geography – climate zones and mountains</p> <p>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.</p> <p><b>Vocabulary</b> Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region within South America (e.g. Brazil)</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can understand geographical similarities and differences of human and physical geography of a region</p> <p><b>Vocabulary</b> Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales</p> <p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on North and South America –concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of: latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can locate human and physical characteristics of the locality I am studying</p> <p>I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle</p> <p>I can compare maps with aerial photographs</p> <p>I can begin to use atlases to find out other information (e.g. temperature)</p> <p>I can find and recognise places on maps of different scales</p> <p>I can use the eight points of a compass.</p> <p>I can read six-figure grid references, symbols and key on a map</p> <p><b>Vocabulary</b> Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference</p>	<p><b>Final product</b></p> <p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Link to WW2)</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p>I can find countries, continents and oceans using atlases, maps and digital maps, describing their features</p> <p>I can use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods – sketch maps, plans and graphs.</p> <p>I can read six-figure grid references, symbols and keys on a map (including the use of Ordnance Survey maps)</p> <p><b>Vocabulary</b></p> <p>Continent, Country, Region, Germany, Poland, France, Eastern Europe, Europe, Border, Russia</p> <p><b>Final product</b></p> <p><b>Knowledge (Human and physical geography)</b></p> <p>Human geography, including Economic activity including trade links, and the distribution of natural resources including energy, food, vegetation belts, minerals and water</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can use atlases to find out data about other places</p> <p>I can make plans of the local area showing human and physical features</p> <p>I can discuss how some features and land-use patterns have changed over time</p> <p><b>Vocabulary</b></p> <p>Vegetation belt, Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental</p> <p><b>Final product</b></p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a region in a European country</p> <p><b>Skills</b> (to include: geographical skills and fieldwork)</p> <p>I can describe and compare similarities and differences of the human and physical geography of a region in a European country</p> <p>I can describe how locations around the world are changing and explain some of the reasons for change</p> <p><b>Vocabulary</b></p> <p>Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions</p>

Curriculum Drivers

**Personal:** our world – context – society  
**Originality:** oracy – adventure – risk – aspiration – creativity  
**Well-being:** mental and physical - meta cognitive – learning powers  
**Environment and Nature:** environment – sustainability  
**Real:** here and now – current affairs – topical

"The study of geography is about more than just memorising places on a map, it's about understanding the complexity of our world."

Barack Obama

