# Empathy Aspiration Respect Teamwork Knowledge and skills document

## Knowledge and skills document

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

Curriculum

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





# Empathy Aspiration Respect Team Knowledge and skills document

GEOGRAPHY		
FS1	FS2	Y1
Knowledge To know where different parts of the learning environment are and the resources within To know that the weather has changed To name the different weather types To name the local places around their school To name; mountain, the sea, beach, cliff and bondu To know that Cyprus is a country and their families may come from a different country To name different sources of water and identify these within the local community – lake, sea and river  Skills (to include: geographical skills and fieldwork) Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Identify and describe changes in the weather  Vocabulary Weather, mountain, the sea, beach, cliff and bondu, lake, sea, river	Knowledge To name geographical features of Cyprus – sea, beach, cliff, mountain, forest, Salt Lake, bondu, island To know that Cyprus the country is an island To know that some of our family live in different countries To know that Cyprus is an island and where it is within the world To know that cold places are different to Cyprus and why To know which body of water surrounds Cyprus To know about some of the creatures that live in the water around Cyprus To know about indigenous creatures of Cyprus e.g. turtles To know, in simple terms, about migration and that the flamingos in Akrotiri migrate  Skills (to include: geographical skills and fieldwork) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Skills (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 Vocabulary Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast  Knowledge (Human and physical geography) Identify seasonal and daily weather patterns in the United Kingdom  Skills (to include: geographical skills and fieldwork) I can identify seasonal and daily weather patterns in the UK. Vocabulary Tally chart, Bar graph, Compare, Changes, Observe, weather, patterns  Place knowledge Understand geographical similarities and differences through studying the human and physical geography of Akrotiri, compared with London (excluding the beach)

## Vocabulary

maps.

Maps, sea, beach, cliff, mountain, forest, Salt Lake, bondu, island, Cyprus, world

countries, drawing on knowledge from stories, non-fiction texts and (when appropriate)

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

Skills (to include: geographical skills and fieldwork)

differences between a small area of the UK

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

of its surrounding environment

right, forwards and backwards

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

I can use directional language such as near and far, up and down, left and

I can talk about physical and human geographical similarities and

I can use the four compass directions: N, S, E and W to describe the

Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, city, town, factory, farm, office, shop, North, East, South, West, up, down, left,

Curriculum

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





## onesty Empathy Aspiration Respect Teamwords Screening



## **GEOGRAPHY**

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

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





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	<u> </u>		
GEOGRAPHY			
Y1	Y2	Y3	
Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Skills (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 Vocabulary Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast Knowledge (Human and physical geography) Identify seasonal and daily weather patterns in the United Kingdom Skills (to include: geographical skills and fieldwork) I can identify seasonal and daily weather patterns in the UK. Vocabulary Tally chart, Bar graph, Compare, Changes, Observe, weather, patterns	Final product Locational knowledge Name and locate the world's seven continents and five oceans Skills (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 Vocabulary Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica,	Locational knowledge 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 Skills (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 Vocabulary Equator, Northern Hemisphere and Southern Hemisphere, 4 compass points, North, South, East, West, Coordinates, X axis, Y axis, direction	
Place knowledge Understand geographical similarities and differences through studying the human and physical geography of Akrotiri, compared with London (excluding the beach) Skills (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	Atlantic, Pacific, Arctic, Indian, Southern, North, South, East, West, Compass, key  Final product  Knowledge (Human and physical geography) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Skills (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  Vocabulary  Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain, North Pole, South Pole, Equator  Final product	Knowledge (Human and physical geography) Describe and understand key aspects of: Physical geography, including: Volcanoes and earthquakes Skills (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. Vocabulary Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude,	
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 Vocabulary  Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, city, town, factory, farm, office, shop, North, East, South, West, up, down, left, right	Place knowledge 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  Skills (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	Tsunami, Tornado, Natural disaster, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct  Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a region within a European country e.g. Cyprus  Skills (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	

Curriculum **Drivers** 

Personal: our world - context - society

Originality: oracy – adventure – risk – aspiration – creativity

**Well-being**: mental and physical - meta cognitive – learning powers

Vocabulary

Mountain

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."

Population

Barack Obama

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business,



City, Town, Village, Port, Harbour, Soil, Vegetation, Valley, Hot area, Cold area, Ocean,



## Empathy Aspiration Respect Team Knowledge and skills document



## **GEOGRAPHY**

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

Curriculum **Drivers** 

Personal: our world - context - society

Originality: oracy - adventure - risk - aspiration - creativity

**Well-being**: mental and physical - meta cognitive – learning powers

Skills (to include: geographical skills and fieldwork)

of Cyprus, and how some of these have changed over time

I can talk about physical and human similarities and differences between different parts

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population

**Environment and Nature**: environment – sustainability

Real: here and now - current affairs - topical

differences

Vocabulary

Residential, Urban, Rural

"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

Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport,





## Empathy Aspiration Respect Team Knowledge and skills document GEOGRAPHY



**GEOGRAPHY** 

Locational knowledge

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

Skills (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

Equator, Northern Hemisphere and Southern Hemisphere, 4 compass points, North, South, East, West, Coordinates, X axis, Y axis, direction

Knowledge (Human and physical geography) Describe and understand key aspects of:

Physical geography, including:

Volcanoes and earthquakes

Skills (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. Vocabulary

Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a region within a European country e.g. Cyprus

Skills (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 Vocabulary

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population

Final product

Locational knowledge 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

Υ4

Skills (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

Vocabulary

Continent, City, County, Equator, Europe, United Kingdom, Sandwich, Thanet, Kent, Wetlands, Marshlands, symbols, OS maps, Arctic and Antarctic Circle

Knowledge (Human and physical geography) Describe and understand key aspects of physical geography, including: Biomes, rivers and the water cycle

Human geography, including:

Types of settlement and land use

Skills (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 Vocabulary

Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, water cycle, biomes

Final product

Place knowledge Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom

Skills (to include: geographical skills and fieldwork)

I can locate human and physical characteristics of a country and identify key similarities and differences

Vocabulary

Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural

Locational knowledge 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

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

Skills (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, Artic/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

Vocabulary Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer,

Tropic of Capricorn, Antarctic circle, South America, North America, grid reference

Knowledge (Human and physical geography) Describe and understand key aspects of Physical geography, including: Climate zones, mountains (e.g. Andes)

Skills (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.

Vocabulary Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain. Volcanic mountain. Dome mountain. Plateau mountain

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a region within South America (e.g. Brazil)

Skills (to include: geographical skills and fieldwork)

I can understand geographical similarities and differences of human and physical geography of a region Vocabulary Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps,

Locational knowledge 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

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

Skills (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, Artic/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

Vocabulary Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference

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

**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 Y5**

Locational knowledge 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 Skills (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 Vocabulary

Continent, City, County, Equator, Europe, United Kingdom, Sandwich, Thanet, Kent, Wetlands, Marshlands, symbols, OS maps, Arctic and Antarctic Circle

Knowledge (Human and physical geography)

Describe and understand key aspects of physical geography, including:

Biomes, rivers and the water cycle

Human geography, including:

Types of settlement and land use Skills (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

Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, water cycle, biomes

### Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom

Skills (to include: geographical skills and fieldwork) I can locate human and physical characteristics of a country and identify key similarities and differences

Vocabulary

Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural

### Final product

Locational knowledge 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

Skills (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, Artic/Antarctic

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

Vocabulary Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference

### Final product

Knowledge (Human and physical geography) Describe and understand key aspects of Physical geography, including: Climate zones, mountains (e.g. Andes) Skills (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.

Vocabulary Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain

### Final product

Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a region within South America (e.g. Brazil)

Skills (to include: geographical skills and fieldwork)

I can understand geographical similarities and differences of human and physical geography of a region

Vocabulary Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales

### Final product

Locational knowledge 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

Skills (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, Artic/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

Vocabulary Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference

Locational knowledge

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)

**Y6** 

Skills (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) Vocabulary

Continent, Country, Region, Germany, Poland, France, Eastern

Europe, Europe, Border, Russia

Knowledge (Human and physical geography) Human geography, including:

Economic activity including trade links, and the distribution of natural resources including energy, food, vegetation belts, minerals and water

Skills (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

I can discuss how some features and land-use patterns have changed over time

Vocabulary

Vegetation belt, Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a region in a European country

Skills (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

"The study of geography is about more than just

the complexity of our world."

Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions

memorising places on a map, it's about understanding Barack Obama

**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

Akrotiri 🍣 School

**Drivers** 



## onesty Empathy Aspiration Respect Team Knowledge and skills document



**Y5** Locational knowledge 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

Skills (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, Artic/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

Vocabulary Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference

Knowledge (Human and physical geography) Describe and understand key aspects of Physical geography, including: Climate zones, mountains (e.g. Andes)

Skills (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.

Vocabulary Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain

Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a region within South America (e.g. Brazil)

Skills (to include: geographical skills and fieldwork)

I can understand geographical similarities and differences of human and physical geography of a region

Vocabulary Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales

Locational knowledge 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

Skills (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, Artic/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

Vocabulary Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, grid reference

Final product

Locational knowledge 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)

Y6

Skills (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) Vocabulary

Continent, Country, Region, Germany, Poland, France, Eastern Europe, Europe, Border, Russia

Final product

Knowledge (Human and physical geography)

Human geography, including Economic activity including trade links, and the distribution of natural resources including energy, food, vegetation belts, minerals and water

Skills (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

Vocabulary

Vegetation belt, Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism,

Positive, Negative, Economic, Social, Environmental

Final product

Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a region in a European country

Skills (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

Vocabulary

Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions

**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



