

## Geography – Skills and Knowledge Grid – Class R

| Topic | Vocabulary   | Knowledge   |
|-------|--|---|
|       | <ul style="list-style-type: none"> <li>• Home, house, school, village, Orleton; world map India (link to Diwali, Hindus)</li> <li>• Weather /sunny, rainy, cloudy, snowy, frosty, windy, rainbow, warm, cold,</li> <li>• Autumn, Winter</li> </ul>                       | <p><b>Locational/ Place Knowledge</b><br/>           I can talk about my home and who I live with.<br/>           I know what my home looks like / features<br/>           I know that I belong to Class R in Orleton School</p> <p><b>Geographical skills and fieldwork</b><br/>           Make simple maps of imaginary communities (small world play eg. duplo)<br/>           Draw simple maps from Stories<br/>           Participate in Forest Schools – using our school grounds</p> <p><b>Human and physical geography</b><br/>           I know the simple features of Class R classroom, playground, outside space and some of the common shared school areas eg. field</p> <p><b>Weather and seasons</b><br/>           I know that it is Autumn.<br/>           I can look for signs of Autumn on a walk around our grounds.</p>  |
|       | <ul style="list-style-type: none"> <li>• Artic, Antarctic, North, South Pole; England, St. George's Day – flag; Chinese New Year, China, world map; Space, solar system, Earth</li> <li>• Weather: cold, frosty, snow, warm, sunny.</li> <li>• Winter, Spring</li> </ul> | <p><b>Locational/ Place Knowledge</b><br/>           I know that the Arctic is at the North Pole and the Antarctic is at the South Pole.<br/>           I know that they are cold places.<br/>           I know that I live on Earth and earth is our planet and is part of the Solar System.</p> <p><b>Geographical skills and fieldwork</b><br/>           Make simple maps of imaginary communities (small world play eg. sand/arctic/space scene)<br/>           Draw simple maps from Stories<br/>           Talk about likes/dislikes, similarities/differences</p> <p><b>Human and physical geography</b><br/>           I can sort animals that live in hot/cold places<br/>           I can create small worlds/scenes for play that use physical features eg blue material for a river, pine cones for a forest</p> <p><b>Weather and seasons</b><br/>           I can look for signs of Winter/Spring on a walk around our school grounds.<br/>           I can sort appropriate clothing for cold/hot weather</p> |

## Geography – Skills and Knowledge Grid – Class 1

| Topic | Vocabulary  | Knowledge   |  |  |  |
|-------|---|---|--|--|--|
|       | <ul style="list-style-type: none"><li>• Growing, planting, garden, minibeasts, log pile, wood, habitats, pond, pond-dipping,</li><li>• Treasure maps</li><li>• Weather: hot sunny shade</li></ul> | <p><b>Locational/ Place Knowledge</b><br/>I know where our school pond is.<br/>I know my way around my school.</p> <p><b>Geographical skills and fieldwork</b><br/>I can look carefully at the different minibeast habitats around our school grounds.<br/>I can look carefully at our outside environment to find the best place to grow our seeds/plants.<br/>I can draw treasure maps.</p> <p><b>Human and physical geography</b><br/>I can talk about the best places around our school environment to find minibeasts.<br/>I can talk about the similarities and differences when visiting a Farm Park on school trip</p> <p><b>Weather and seasons</b><br/>I can talk about the different weather and how it relates to growing plants and growing conditions.<br/>I know that in the Summer it gets hot and sunny; that I need to find the shady areas when outside and wear a hat – appropriate clothing.</p> |  |  |  |

| Skills   |  |   |  |   |   |
|--|--|---|--|---|---|
| Locational Knowledge   | Geographical Skills and Fieldwork  |   | Place Knowledge  | Human and Physical Geography  |   |
| I can talk about the <b>features</b> of my own environment.<br>E.g. say what they observe first-hand.<br><br>I can name the road, village, town or city where they live. | I can make observations of animals and plants and explain why some things occur. E.g. life / seasonal changes-cycles.<br><br>I can talk and begin to draw or write about changes. E.g. notice seasonal changes / decay / new growth. | I can see... <u>Photos/ maps of Class R?</u><br><u>School ground?</u> | I can make simple <b>maps</b> of imaginary communities e.g. using Duplo or other small world toys. | I can notice that there are <b>similarities</b> and <b>differences</b> in relation to places and objects. E.g. comparing a farm or woodland to villages or towns. | I can talk about features of <u>my own</u> immediate environment and how environments might vary from one another. E.g. <b>man-made features</b> such as roads and <b>naturally occurring features</b> such as streams / rivers |

## Geography – Skills and Knowledge Grid – Class 2

| Topic   | Vocabulary   | Knowledge  |   |  |  |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
|---|--|--|---|--|--|--|--|--|----------------------|--|-----------------------------------|--|-----------------|------------------------------|--|--|---|---|--|--|
| Weather and seasons   | Weather, seasons   | I know there are four seasons<br>I know that in the Autumn nature is getting ready for winter and some trees start to lose their leaves and I know the weather is often wetter and windier and cooler than in the summer<br>I know that in Winter nature is resting/ hibernating and most trees have lost their leaves and I know the weather is much colder than in Summer and we can have frost.<br>I know that in Spring nature starts to wake again and trees and plants start to grow leaves and flowers.<br>I know the weather starts to warm up in Spring and can be very warm in Summer. |   |  |  |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
| Our Local Area  | School, village, county, country, human features, physical features, Autumn, Winter, frost, snow   | I know what the place where I live is called and I know my school is in the village of Orleton.<br>I know the village of Orleton is in the county of Herefordshire and I know that Herefordshire is in the country I live in called England.<br>I know the human features of Orleton are: houses, pubs, school, shop, Church, War Memorial, Pre-school<br>I know the physical features of Orleton are: stream, woodland  |   |  |  |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
| The United Kingdom  | Country, flag, island, Great Britain, sea, shop, houses, farm, hill, school, stream, wood  | I know that the UK is made up of the countries of England, Scotland, Wales and Northern Ireland<br>I know that each country has its own flag and national flower<br>I know that the United Kingdom is 2 main islands – and is surrounded by seas<br>I know some of the human and physical features of where I live e.g. shops, houses, school, stream, farm, hills, wood, pub, memorial  |   |  |  |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
| Hot and Cold places- The Snail and the Whale & Meerkat Mail   | Hot, cold, equator, North Pole, South Pole, weather, desert, grassland, season, Spring, Summer   | I know where the equator is and that it is very hot around it<br>I know where the South Pole and the North Pole are on a world map or globe and that they are very cold places.<br>I know that the Kalihari Desert is in Africa and I know that the Kalihari Desert and the UK have different weather<br>I know some of the human and physical features of the Kalihari Desert and where I live  |   |  |  |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
| <table><tr><th colspan="6">Skills</th></tr><tr><th colspan="2">Locational Knowledge</th><th colspan="2">Geographical Skills and Fieldwork</th><th>Place Knowledge</th><th>Human and Physical Geography</th></tr><tr><td>I can name and find England, Northern Ireland, Scotland and Wales on a map. e.g. The United Kingdom<br/><br/>I can say what the four countries of the United Kingdom are like. e.g. The United Kingdom</td><td>I can notice and name human and physical features of my school and the local area. e.g. The Local Area<br/><br/>I can draw or make a simple map. e.g. The Local Area</td><td>I can recognise and use a map, atlas or globe to name and find the four counties of the UK. e.g. The United Kingdom</td><td>I can use the words: near and far; left and right to describe features and directions of a map. e.g. The Local Area</td><td>I can notice and understand similarities and differences between places by looking at small areas at home and far away. E.g. Snail and the Whale/ Meerkat Mail- The Kalahari Desert.</td><td>I can notice and describe changes in seasons and weather.<br/><br/>I can explain that countries near the equator are hotter and countries near the Poles are colder.<br/><br/>I can appropriately use the words: season, weather, village, shop and I understand what these words are.</td></tr></table> |  |  | Skills  |  |  |  |  |  | Locational Knowledge |  | Geographical Skills and Fieldwork |  | Place Knowledge | Human and Physical Geography | I can name and find England, Northern Ireland, Scotland and Wales on a map. e.g. The United Kingdom<br><br>I can say what the four countries of the United Kingdom are like. e.g. The United Kingdom | I can notice and name human and physical features of my school and the local area. e.g. The Local Area<br><br>I can draw or make a simple map. e.g. The Local Area | I can recognise and use a map, atlas or globe to name and find the four counties of the UK. e.g. The United Kingdom | I can use the words: near and far; left and right to describe features and directions of a map. e.g. The Local Area | I can notice and understand similarities and differences between places by looking at small areas at home and far away. E.g. Snail and the Whale/ Meerkat Mail- The Kalahari Desert. | I can notice and describe changes in seasons and weather.<br><br>I can explain that countries near the equator are hotter and countries near the Poles are colder.<br><br>I can appropriately use the words: season, weather, village, shop and I understand what these words are. |
| Skills  |  |  |   |  |  |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
| Locational Knowledge  |  | Geographical Skills and Fieldwork  |   | Place Knowledge  | Human and Physical Geography   |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |
| I can name and find England, Northern Ireland, Scotland and Wales on a map. e.g. The United Kingdom<br><br>I can say what the four countries of the United Kingdom are like. e.g. The United Kingdom  | I can notice and name human and physical features of my school and the local area. e.g. The Local Area<br><br>I can draw or make a simple map. e.g. The Local Area | I can recognise and use a map, atlas or globe to name and find the four counties of the UK. e.g. The United Kingdom  | I can use the words: near and far; left and right to describe features and directions of a map. e.g. The Local Area | I can notice and understand similarities and differences between places by looking at small areas at home and far away. E.g. Snail and the Whale/ Meerkat Mail- The Kalahari Desert. | I can notice and describe changes in seasons and weather.<br><br>I can explain that countries near the equator are hotter and countries near the Poles are colder.<br><br>I can appropriately use the words: season, weather, village, shop and I understand what these words are. |  |  |  |                      |  |                                   |  |                 |                              |  |  |   |   |  |  |

## Geography – Skills and Knowledge Grid – Class 2

| Topic   | Vocabulary  | Knowledge   |   |  |  |   |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |
|---|---|---|---|--|--|---|--|--|----------------------|--|-----------------------------------|--|-----------------|------------------------------|---|--|---|---|--|--|---|
| The United Kingdom and Continents and Oceans  | City, continent, ocean, surrounded, Europe, similarities, differences sea, capital, city, land-mark, famous, buildings  | <p><b>Place Knowledge – The UK</b><br/>I know and can locate the 4 Countries and Capital cities of the United Kingdom.<br/>I can name and locate the surrounding seas of the UK including the North Sea, Irish Sea and the English Channel.</p> <p><b>Place Knowledge – Continents and Oceans</b><br/>I know there are seven continents – Africa, Antarctica, Asia, Australasia, Europe, North America, South America and can locate them on a map, atlas or globe.<br/>I know that I live in Europe and can find this on a map or globe.<br/>I know that continents are surrounded by oceans and I can name the 5 – Southern, Arctic, Indian, Atlantic, Pacific.<br/>I can locate the 5 oceans on a map.</p> <p><b>Human and Physical Geography</b><br/>I know the hottest and coldest continents.<br/>I know what the weather is like on some of the continents.<br/>I know the similarities and differences between living on my continent to another continent.<br/>I know the location of different countries affects the different animals that live there.</p> |   |  |  |   |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |
| Compass directions and Aerial Maps  | Aerial view, floor plan, compass, directions, north, south, east, west, route, location, key.   | <p><b>Geographical skills and fieldwork</b><br/>I know that an aerial plan is a view from above and I can label an aerial floor plan of my school.<br/>I know simple compass directions (North, South, East and West) and can use them to move around and describe the location of features and routes on a map of the school.<br/>I know how to draw a simple map and can construct a key using basic symbols.</p>   |   |  |  |   |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |
| Human and Physical Geography  | Physical and human geography, beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, city, town, factory, office, port and harbour.  | <p><b>Human and physical geography:</b><br/>I know the key physical features of geography including beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley and vegetation.<br/>I know the key human features of geography including city, town, factory, office, port and harbour.<br/>I know what these areas can be described as.</p>   |   |  |  |   |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |
|   | <table><tr><th colspan="6">Skills</th></tr><tr><th colspan="2">Locational Knowledge</th><th colspan="2">Geographical Skills and Fieldwork</th><th>Place Knowledge</th><th>Human and Physical Geography</th></tr><tr><td colspan="2">I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>E.g. The United Kingdom and Continents and Oceans</i><br/><br/>I can name and locate the world's seven continents and five oceans <i>E.g. The United Kingdom and Continents and Oceans</i></td><td>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <i>E.g. Compass directions and aerial maps</i></td><td>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <i>E.g. The United Kingdom and Continents and Oceans</i></td><td>I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>E.g. Compass directions and aerial maps</i></td><td>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <i>E.g. The United Kingdom and Continents and Oceans</i></td><td>I can use basic geographical vocabulary to refer to:<br/>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.<br/>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>E.g. Human and Physical Geography.</i></td></tr></table> |   | Skills  |  |  |   |  |  | Locational Knowledge |  | Geographical Skills and Fieldwork |  | Place Knowledge | Human and Physical Geography | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>E.g. The United Kingdom and Continents and Oceans</i><br><br>I can name and locate the world's seven continents and five oceans <i>E.g. The United Kingdom and Continents and Oceans</i> |  | I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <i>E.g. Compass directions and aerial maps</i> | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <i>E.g. The United Kingdom and Continents and Oceans</i> | I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>E.g. Compass directions and aerial maps</i> | I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <i>E.g. The United Kingdom and Continents and Oceans</i> | I can use basic geographical vocabulary to refer to:<br>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.<br>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>E.g. Human and Physical Geography.</i> |
| Skills  |   |   |   |  |  |   |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |
| Locational Knowledge  |   | Geographical Skills and Fieldwork   |   | Place Knowledge  | Human and Physical Geography   |   |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |
| I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>E.g. The United Kingdom and Continents and Oceans</i><br><br>I can name and locate the world's seven continents and five oceans <i>E.g. The United Kingdom and Continents and Oceans</i> |   | I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <i>E.g. Compass directions and aerial maps</i>   | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <i>E.g. The United Kingdom and Continents and Oceans</i> | I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>E.g. Compass directions and aerial maps</i> | I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <i>E.g. The United Kingdom and Continents and Oceans</i> | I can use basic geographical vocabulary to refer to:<br>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.<br>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>E.g. Human and Physical Geography.</i> |  |  |                      |  |                                   |  |                 |                              |   |  |   |   |  |  |   |

## Geography – Skills and Knowledge Grid – Class 3

| Topic   | Vocabulary   | Knowledge  |  |   |  |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |
|---|--|--|--|---|--|--|----------------------|-----------------------------------|--|-----------------|------------------------------|---|--|---|--|---|--|
| <b>Spectacular Spain</b>  | Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Climate Zone, Temperate Climate, Mediterranean climate, Tropical climate, Desert climate, Arctic climate, Vegetation belt, Forest, Grassland, Tundra, Desert, Ice-sheet, thermometer  | <b>Locational / Place Knowledge</b><br>I know where the UK, Spain, Portugal and France are and can label them on a map.<br>I know where the Equator, Northern Hemisphere and Southern Hemisphere are on a globe and I am familiar with the terms Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.<br>I know some differences between Southern Spain and Coastal England OR between Madrid and London.<br><br><b>Human and physical geography</b><br>I know the names of some climate zones e.g. Temperate climate (UK), Mediterranean climate (Spain)<br>I know the names of vegetation belts are: forest, grassland, tundra, desert and ice-sheet. |  |   |  |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |
| <b>History led topic: Incredible Egyptians &amp; Forest Schools</b>   | Continent, Country, Resources, Minerals, River, Sea, Key, Symbols, Settlement, North, South, East, West, North-East, North-West, South-East, South-West, compass   | <b>Geographical skills and fieldwork</b><br>I know how to use symbols and keys to demonstrate features on a map<br>I know how to draw a simple map of an area<br>I know how to read 8 points on a compass<br><br><b>Human and physical geography</b><br>I know about types of land-use, and the distribution of natural resources such as minerals and water   |  |   |  |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |
| <b>History led topic: Saxons and Vikings</b>  | Town, Village, City, Settlement  | <b>Locational / Place Knowledge</b><br>I know that the UK is made up of towns, villages and cities and I can name and locate some cities e.g Hereford / London<br><br><b>Human and physical geography</b><br>I know about types of settlement and land use in the past, and the distribution of natural resources  |  |   |  |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |
|   | <table><tr><th colspan="4">Skills</th></tr><tr><th>Locational Knowledge</th><th colspan="2">Geographical Skills and Fieldwork</th><th>Place Knowledge</th><th>Human and Physical Geography</th></tr><tr><td>I can locate some of the world's countries, using maps to focus on Europe E.g. <a href="#">UK</a>, <a href="#">Spain</a>, Portugal, France, when learning about Spain. England, Ireland, Northern Ireland, Scotland, Wales, Germany, Denmark, when learning about the Anglo-Saxons.<br/>I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic &amp; Antarctic Circle<br/>Spain Topic</td><td>I can begin to use fieldwork to observe human and physical features using a range of methods, including sketch maps/plans E.g. Sketching maps and plans of the ICBP in connection with a trip there / Forest Schools</td><td>I can begin to use maps, and globes to locate countries and describe features studied E.g. Spain and UK</td><td>I can begin to use the eight points of a compass &amp; use simple symbols and keys to build my knowledge of the United Kingdom E.g. to describe the position of Spain in comparison to the UK / to locate the countries of the UK / to understand the settlement patterns of the Anglo-Saxons CC History / During Forest Schools</td><td>I can begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country E.g. Coastal England / Southern Spain. London / Madrid.</td><td>I can begin to describe and understand key aspects of:<br/>Physical geography including: climate zones and vegetation belts [i.e. forest, grassland, tundra, desert and ice sheet]. E.g. comparing the UK, Southern Spain, Lapland in Finland, Grenada &amp; California's Death Valley.<br/>Human geography, including: types of settlement and land use, and the distribution of natural resources including food, minerals and water E.g. CC History - When asking why invaders of the past wanted to come to the UK / During Forest Schools</td></tr></table> |  | Skills   |   |  |  | Locational Knowledge | Geographical Skills and Fieldwork |  | Place Knowledge | Human and Physical Geography | I can locate some of the world's countries, using maps to focus on Europe E.g. <a href="#">UK</a> , <a href="#">Spain</a> , Portugal, France, when learning about Spain. England, Ireland, Northern Ireland, Scotland, Wales, Germany, Denmark, when learning about the Anglo-Saxons.<br>I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic & Antarctic Circle<br>Spain Topic | I can begin to use fieldwork to observe human and physical features using a range of methods, including sketch maps/plans E.g. Sketching maps and plans of the ICBP in connection with a trip there / Forest Schools | I can begin to use maps, and globes to locate countries and describe features studied E.g. Spain and UK | I can begin to use the eight points of a compass & use simple symbols and keys to build my knowledge of the United Kingdom E.g. to describe the position of Spain in comparison to the UK / to locate the countries of the UK / to understand the settlement patterns of the Anglo-Saxons CC History / During Forest Schools | I can begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country E.g. Coastal England / Southern Spain. London / Madrid. | I can begin to describe and understand key aspects of:<br>Physical geography including: climate zones and vegetation belts [i.e. forest, grassland, tundra, desert and ice sheet]. E.g. comparing the UK, Southern Spain, Lapland in Finland, Grenada & California's Death Valley.<br>Human geography, including: types of settlement and land use, and the distribution of natural resources including food, minerals and water E.g. CC History - When asking why invaders of the past wanted to come to the UK / During Forest Schools |
| Skills  |  |  |  |   |  |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |
| Locational Knowledge  | Geographical Skills and Fieldwork  |  | Place Knowledge  | Human and Physical Geography  |  |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |
| I can locate some of the world's countries, using maps to focus on Europe E.g. <a href="#">UK</a> , <a href="#">Spain</a> , Portugal, France, when learning about Spain. England, Ireland, Northern Ireland, Scotland, Wales, Germany, Denmark, when learning about the Anglo-Saxons.<br>I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic & Antarctic Circle<br>Spain Topic | I can begin to use fieldwork to observe human and physical features using a range of methods, including sketch maps/plans E.g. Sketching maps and plans of the ICBP in connection with a trip there / Forest Schools   | I can begin to use maps, and globes to locate countries and describe features studied E.g. Spain and UK  | I can begin to use the eight points of a compass & use simple symbols and keys to build my knowledge of the United Kingdom E.g. to describe the position of Spain in comparison to the UK / to locate the countries of the UK / to understand the settlement patterns of the Anglo-Saxons CC History / During Forest Schools | I can begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country E.g. Coastal England / Southern Spain. London / Madrid. | I can begin to describe and understand key aspects of:<br>Physical geography including: climate zones and vegetation belts [i.e. forest, grassland, tundra, desert and ice sheet]. E.g. comparing the UK, Southern Spain, Lapland in Finland, Grenada & California's Death Valley.<br>Human geography, including: types of settlement and land use, and the distribution of natural resources including food, minerals and water E.g. CC History - When asking why invaders of the past wanted to come to the UK / During Forest Schools |  |                      |                                   |  |                 |                              |   |  |   |  |   |  |

## Geography – Skills and Knowledge Grid – Class 4

| Topic   | Vocabulary   | Knowledge  |
|---|--|--|
| <b>Local Study<br/>(History topic –<br/>The Tudors)</b> | county, town, city,<br>cathedral.  | <p><b>Locational knowledge</b><br/>           I know that the UK is divided into counties. I can name and locate some counties.<br/>           For example, Herefordshire, Worcestershire and Shropshire.<br/>           I know that UK counties are made up of towns, villages and cities. I can name and locate some major cities<br/>           I know some human characteristics within the county of Herefordshire e.g towns, shops, Cathedral, residential areas, schools etc.<br/>           I know some physical characteristics within the county of Herefordshire e.g. rivers, weather, climate zones and hills.<br/>           I know how the land is used and how this has changed over time e.g how farm land has been developed into residential or commercial area.<br/>           I know the different types of land use e.g. residential, agricultural, recreational, transport and commercial.</p> <p><b>Geographical skills and fieldwork</b><br/>           I know how to use 2 and 4 figure grid references to build knowledge of the UK.<br/>           I know how to use fieldwork to observe and measure the human and physical features using a range of methods, including sketch maps, plans and graphs.</p>  |
| <b>The Water cycle</b>                                  | Water Cycle, precipitation,<br>evaporation, transpiration,<br>condensation, transportation   | <p><b>Human and physical geography</b><br/>           Water Cycle:<br/>           I know how the water cycle works and can explain the different stages (precipitation, infiltration, evaporation, transpiration, condensation and transportation)</p>   |
| <b>The Rainforest</b>                                   | Rainforest, tropical, climate,<br>biodiversity, southern<br>hemisphere, deforestation,<br>convectional rainfall,<br>evaporation, transpiration,<br>condense, seasons, indigenous,<br>(village) settlement,<br>economy, global warming,<br>traditional, drought | <p><b>Locational knowledge</b><br/>           I know that the Amazon rainforest in Brazil is found on the continent of South America in the southern hemisphere.<br/>           I know how to locate South America using maps.</p> <p><b>Human and physical geography</b><br/>           I know that the climate in tropical rainforests is hot and humid: it rains every day and with mostly convectional rainfall.<br/>           I know that the four layers of vegetation in the rainforest are the emergent layer, the canopy, the understorey and the forest floor.<br/>           I know that people change the use of land in this way so that it can be used to farm, build roads, to dig for oil or to use the wood from the trees.<br/>           I know that their daily lives and economy are different to ours in the UK and that they rely on the natural resources around them to live.<br/>           I know that the Amazon Biome is the area covered by dense moist tropical forest.<br/>           I know the vegetation belt with the rainforest</p> <p><b>Geographical skills and fieldwork</b><br/>           I know how to use 2 and 4 figure grid references to build knowledge of the wider world.<br/>           I know how to use maps, atlases and globes to locate countries and describe features. E.g locate America and the rainforest within America.<br/>           I know the similarities and differences between the Amazon Rainforest and a woodland in the UK.</p> |

Geography – Skills and Knowledge Grid – Class 4

| Topic | Vocabulary | Knowledge  |  |   |  |
|-------|------------|--|--|---|--|
|       |            | Skills   |  |   |  |
|       |            | Locational Knowledge   | Geographical Skills and Fieldwork  |   | Place Knowledge  |
|       |            | I can name and locate a number of counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time. E.g. Changes in Hereford since Tudor Times CC History.<br><br>I can begin to locate the world’s countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries e.g. Rainforests topic | I can begin to use fieldwork to observe and measure the human and physical features using a range of methods, including sketch maps, plans and graphs E.g. Tudor topic | I can use maps, atlases and globes to locate countries and describe features studied E.g. Rainforest topic  | I can begin to use 2 and 4 figure grid references, to build their knowledge of the United Kingdom and the wider world. E.g. Tudor and Rainforest topic.  |
|       |            |  |  | I can understand geographical similarities and differences to a woodland in the UK, through the study of human and physical geography of a region South America E.g the Rainforest topic. | I can describe and understand key aspects of:<br><br>Physical geography, including: biomes [e.g. the Rainforest and vegetation belts and the water cycle e.g Rainforest and water topic.<br><br>Human geography, including: types of land-use, economic activity including trade links, and the distribution of natural resources including energy and water e.g Rainforest topic. |



## Geography – Skills and Knowledge Grid – Class 5

| Topic                            | Vocabulary  | Knowledge   |
|----------------------------------|---|---|
| <b>Map Work</b>                  | Map, atlas, symbol, compass points, grid reference, physical and human characteristics city, country, longitude, latitude, time zones | <p><b>Locational knowledge</b></p> <p>I know how to use an atlas or map to locate countries e.g including UK, Italy and Russia</p> <p>I know how to use maps to locate UK and Italy concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>I know about different time zones across the globe</p> <p>I know latitude and longitude are imaginary lines used to describe the location of any place on Earth</p> <p>I know latitude runs east to west, longitude runs north to south</p> <p><b>Geographical skills and fieldwork</b></p> <p>I know a compass has eight points and can name them</p> <p>I know how to use four and begin to use six figure grid references on a map</p> <p>I know and can identify common symbols on a map</p> <p>I know how to use a local map and can follow a route to Croft Castle</p> <p>I know how to use Google maps and data on Strava</p>  |
| <b>Volcanoes and Earthquakes</b> | Core, mantle, crust, earthquake, volcano, tectonic plates, ring of fire, dormant, active, extinct, tsunami                            | <p><b>Locational knowledge</b></p> <p>I know that may earthquakes and volcanoes are located in the ring of fire in the Pacific Ocean</p> <p><b>Human and physical geography</b></p> <p>I know that The Earth has three layers – the crust at the very top, then the mantle, then the core at the very middle of the planet.</p> <p>I know that The Earth's crust is made up of huge slabs called tectonic plates.</p> <p>I know that a volcano is a deep hole in the Earth's surface that lets out gases, ash and lava.</p> <p>I know when a volcano erupts, magma comes up and out through the vents. Magma is called lava when it's outside the volcano.</p> <p>I know an active volcano has had at least one eruption in the last ten years.</p> <p>I know a dormant volcano is an active volcano that is not erupting but may erupt again.</p> <p>I know that an earthquake is caused when two tectonic plates rub together and slide past each other causing the surface of the earth to vibrate</p> |
| <b>Sustainability</b>            | Renewable, non-renewable, energy, sustainability,   | <p><b>Place Knowledge</b></p> <p>I know sustainability is to maintain something do you need this???</p> <p>I know we need to avoid the depletion of natural resources</p> <p><b>Human and physical geography</b></p> <p>I know that renewable energy is from a source that is not depleted when used and non-renewable energy is from a source that will run out</p> <p>I know that renewable energy sources include solar energy, wind energy, hydro energy and geothermal energy</p> <p>I know that non-renewable energy sources include oil, natural gas, coal and nuclear energy</p>  |



## Geography – Skills and Knowledge Grid – Class 5

| Topic  | Vocabulary | Knowledge   |  |   |  |   |
|--|------------|---|--|---|--|---|
|  |            |   |  |   |  |   |
| Skills   |            |   |  |   |  |   |
| Locational Knowledge   |            | Geographical Skills and Fieldwork   |  | Place Knowledge   | Human and Physical Geography   |   |
| <p>I can locate a number of 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.<br/><i>Eg. map work topic- use of atlases and focus on key and symbols)</i></p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).<i>eg. science – Earth and Space topic – work covered on day and night)</i></p> <p>Identify the position and significance of latitude, longitude.<br/><i>Eg. map work unit</i></p> |            | <p>I can 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.<br/><i>Eg. map work unit and walk to Croft castle</i></p> | <p>I can use maps, atlases, globes and digital/computer (google earth/<i>strava</i>) mapping to locate countries and describe features studied<br/><i>Eg. map work unit and walk to Croft castle</i></p> | <p>I can confidently use 8 points of the compass. Use four and six-figure grid <i>references, and</i> begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.<br/><i>Eg. map work unit and walk to Croft castle</i></p> | <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country E.g. Italy<br/><i>compare and contrast Italy to England – independent research too. Also covered in study of Earthquakes and volcanoes work.</i></p> | <p>I can describe and understand key aspects of:<br/>Physical geography, including: volcanoes and earthquakes<br/>Human geography, including: land use, and economic activity including trade links<br/><i>Eg. study of volcano in groups and produce a TV news report. Research an earthquake in Italy and link to newspaper report writing in English Sustainability workshop</i></p> |
|  |            |   |  |   |  |   |

Geography – Skills and Knowledge Grid – Class 6

| Topic   | Vocabulary   | Knowledge  |   |  |  |  |                      |                                   |  |                 |                              |  |  |  |   |  |   |  |  |  |   |
|---|--|--|---|--|--|--|----------------------|-----------------------------------|--|-----------------|------------------------------|--|--|--|---|--|---|--|--|--|---|
| Rivers, Coasts and Mountains  | Transportation, tributary, meander, source, oxbow lake, flow, load, mouth, delta, erosion, deposition, glacier, moraine, fold, dome, volcano, altitude, subsistence economy, Sherpa, sustainable tourism, sea stack, arch, cave, cliff, bay, weathering, saltmarsh, sand dune, gabion, groyne. | <p><b>Locational knowledge</b></p> <p>I know where the rivers Wye, Severn and Thames are located and can identify their sources</p> <p>I can name the Himalaya, the Rockies, the Andes and in which countries and continents they are located</p> <p>I know that Mt Everest is the highest mountain in the world and is part of the Himalaya</p> <p>I can use an Ordnance Survey map to identify rivers and their features, using grid references</p> <p>I can identify some of the places in the UK where there is coastal tourism e.g. Pembrokeshire, Devon and Cornwall.</p> <p><b>Human and physical geography</b></p> <p>I know how river features change on their journey from source to sea due to erosion, transportation and deposition</p> <p>I know that rivers are vulnerable to pollution and flooding and some of the causes (agriculture, housing development)</p> <p>I know that mountains are formed in different ways: 'Fold Mountains' – tectonic collisions; 'Dome Mountains' – pressure from magma under the Earth's crust</p> <p>I know that the terrain and climate on a high mountain changes with altitude (e.g. climate-dependent vegetation, needle leaf trees, alpine plants, rock and ice)</p> <p>I know that tourism can have a positive and negative impact on a mountain environment and its local community (Mt. Everest)</p> <p>I know that coastal landscapes change over time due to erosion, weathering, transportation and deposition</p>  |   |  |  |  |                      |                                   |  |                 |                              |  |  |  |   |  |   |  |  |  |   |
| The Mayan Civilisation (History topic) Central America and North America  | Climate, biome, continent, Northern Hemisphere, Southern Hemisphere, equator, poles, temperature, precipitation, time zones, Greenwich Mean Time   | <p><b>Locational knowledge</b></p> <p>I know that the ancient Maya lived in five countries in Central America: Belizes, Honduras, Mexico, El Salvador and Guatemala and that this is where the Maya live today</p> <p>I can name some of the major cities of North America e.g. New York, Washington, Los Angeles.</p> <p>I know the different biomes of North and Central America</p> <p><b>Human and physical geography</b></p> <p>I know where the Panama Canal, the Rockies, the Grand Canyon, Niagara Falls, Death Valley, the Hubbard Glacier (Alaska) and the Hoover dam are on a map of North America and that these are located in very different biomes</p> <p>I know that North America consists of many different time zones</p>   |   |  |  |  |                      |                                   |  |                 |                              |  |  |  |   |  |   |  |  |  |   |
|   |  | <table><tr><th colspan="4">Skills</th></tr><tr><th>Locational Knowledge</th><th colspan="2">Geographical Skills and Fieldwork</th><th>Place Knowledge</th><th>Human and Physical Geography</th></tr><tr><td>I can locate the world's countries, using maps to focus on North and <u>Central America</u>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>Eg. Belizes, Honduras, Mexico, El Salvador and Guatemala, New York, Washington, Los Angeles.</u></td><td></td><td></td><td>I can confidently use 6 figure grid references. Use appropriate symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <u>eg. to locate rivers and physical features on OS maps</u></td><td>I can understand geographical similarities and differences through the study of human and physical geography of a region within North, South or central America compared to the UK. <u>eg. Central America is compared to Britain at the same time as the Mayan Civilisation</u></td></tr><tr><td>I can name and locate counties and cities of the United Kingdom, geographical regions and their key topographical features (hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time. <u>e.g. Plympton Hills (source of R. Severn), Lake District, Scotland, Pembrokeshire, Devon and Cornwall.</u></td><td></td><td></td><td></td><td>I can confidently describe and understand key aspects of: Physical geography, including: rivers, coasts and mountains. <u>eg. Rivers, Coasts and Mountains topic.</u></td></tr></table> | Skills  |  |  |  | Locational Knowledge | Geographical Skills and Fieldwork |  | Place Knowledge | Human and Physical Geography | I can locate the world's countries, using maps to focus on North and <u>Central America</u> , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>Eg. Belizes, Honduras, Mexico, El Salvador and Guatemala, New York, Washington, Los Angeles.</u> |  |  | I can confidently use 6 figure grid references. Use appropriate symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <u>eg. to locate rivers and physical features on OS maps</u> | I can understand geographical similarities and differences through the study of human and physical geography of a region within North, South or central America compared to the UK. <u>eg. Central America is compared to Britain at the same time as the Mayan Civilisation</u> | I can name and locate counties and cities of the United Kingdom, geographical regions and their key topographical features (hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time. <u>e.g. Plympton Hills (source of R. Severn), Lake District, Scotland, Pembrokeshire, Devon and Cornwall.</u> |  |  |  | I can confidently describe and understand key aspects of: Physical geography, including: rivers, coasts and mountains. <u>eg. Rivers, Coasts and Mountains topic.</u> |
| Skills  |  |  |   |  |  |  |                      |                                   |  |                 |                              |  |  |  |   |  |   |  |  |  |   |
| Locational Knowledge  | Geographical Skills and Fieldwork  |  | Place Knowledge   | Human and Physical Geography   |  |  |                      |                                   |  |                 |                              |  |  |  |   |  |   |  |  |  |   |
| I can locate the world's countries, using maps to focus on North and <u>Central America</u> , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>Eg. Belizes, Honduras, Mexico, El Salvador and Guatemala, New York, Washington, Los Angeles.</u>                            |  |  | I can confidently use 6 figure grid references. Use appropriate symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <u>eg. to locate rivers and physical features on OS maps</u> | I can understand geographical similarities and differences through the study of human and physical geography of a region within North, South or central America compared to the UK. <u>eg. Central America is compared to Britain at the same time as the Mayan Civilisation</u> |  |  |                      |                                   |  |                 |                              |  |  |  |   |  |   |  |  |  |   |
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