



Burlington Junior School Geography



Locational Knowledge

Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Know about the local area. Describe simply where places are beyond the local area. To name and locate counties and cities of the United Kingdom. To identify geographical regions or counties within the United Kingdom. 	<ul style="list-style-type: none"> Know about the local area and begin to appreciate the importance of wider geographical location in understanding places. To locate countries in Europe and the world using maps. To locate North and South America and the countries within those continents. Begin to describe and compare features of different locations and offer explanations for the locations of some of those features. 	<ul style="list-style-type: none"> Know more about the features of a variety of places around the world from local to global. To identify and discuss the key physical and human characteristics of North and South America, (for example: The Great Lakes, The Great Plains, The Sierra Madre mountain system and Gaucho culture.) 	<ul style="list-style-type: none"> Know more about the features of a variety of places around the world from local to global and in different parts of the world. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Vocabulary

		Local, Bridlington, Scarborough, Yorkshire, London	Seaside, settlement, city, town, physical geography, human geography, man-made, natural	Sea wall, beach, Spa, Harbour, Roads, London, London Eye, Big Ben, People, Places, Volcanoes and earthquakes, Ring of Fire.	Place, environment, observe, measure, Bridlington, graph
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Place Knowledge

<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. 	<ul style="list-style-type: none"> Understand geographical similarities and differences by studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Describe what gives the local area character and simply describe what other places are like beyond this area. To understand geographical similarities and differences through the study of human and physical geography of the local area 	<ul style="list-style-type: none"> Be aware that different places may have both similar and different characteristics. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 	<ul style="list-style-type: none"> Understand more about the links between different places and that some places depend on each other. To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 	<ul style="list-style-type: none"> Understand about the links and relationships between different places and that make places dependent on each other. To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.
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Vocabulary

		Rural, urban, Bridlington, Europe, North America, South America, Germany, France, Brazil, Settlement, expanded, longitude, latitude, equator.	Characteristics, compare, human geography, physical geography, case study, United Kingdom, county	Rome, Athens, Farm, Conservation, river, ox bow lake, meander, mountain, summit, Mt Everest	Map, atlas, globe, north, east, south west, compass.
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Human and Physical Geography

<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features and human features. 	<ul style="list-style-type: none"> Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Use more basic geographical vocabulary to refer to key physical features and human features. 	<ul style="list-style-type: none"> Observe and describe physical and human features of the local area and other places. Begin to compare these features to another place beyond the local area. Begin to understand how people effect the environment. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes and earthquakes</u>, and the water cycle 	<ul style="list-style-type: none"> Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. Recognise how people try to improve and keep environments. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <u>rivers, mountains</u>, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Describe and begin to explain geographical patterns and a range of physical and human processes. Recognise that these interact to affect the lives and activities of people living there. Understand how people can both improve and damage the environment. To describe and understand key aspects of physical geography, including: climate zones, <u>biomes and vegetation belts</u>, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places. Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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Vocabulary

		Local, Global, globalisation, (area of study) The Great Lakes, The Great Plains, The Sierra Madre mountain system and Gaucho culture. – Or area of study.	Reliant, dependence, (European city of study to be used as key word along with key features of city)	Flora, Fauna, environment, biome, vegetation belt, habitat, (area of biome and vegetation belt)	Investigation, Bridlington, north east, south east, south west, north west
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Geographical Skills and Fieldwork

<ul style="list-style-type: none"> • Use world maps. • Use simple locational and directional language (near and far; left and right). • Use simple fieldwork and observational skills to study the geography of their school. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK, its countries, counties. • Use simple compass directions. • Use aerial photographs and plans to recognise landmarks to devise a simple map. • Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment 	<ul style="list-style-type: none"> • Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments. • Begin to use Geographical words. • To 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. 	<ul style="list-style-type: none"> • Use skills and evidence to answer a range of geographical questions. • Begin to investigate answers and use the correct vocabulary to share findings. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To confidently use the 4 points of a compass. 	<ul style="list-style-type: none"> • Draw on knowledge and understanding to suggest suitable geographical enquiry questions. • Suggest an appropriate sequence of events and use geographical skills to conduct an enquiry. • Communicate findings using the appropriate vocabulary. • I can use the eight points of a compass. 	<ul style="list-style-type: none"> • Explain own views • Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry. • Present findings both graphically and in writing to reach a conclusion and evaluate the information. • Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.
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Vocabulary

		<p>Local, Global, globalisation, (area of study)</p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	<p>Relationship, dependent, supply and demand,</p> <p>(North or South American region to be used as key word along with key features of area)</p>	<p>Change, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ordnance survey, maps, symbols, (key word of current symbols appropriate to task)</p>
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