GEOGRAPHY
# Y1 Geography Curriculum

## Vocabulary
- **Locational language**: hills, beach, forest, town, country, address, home, school,
- **Positional language**: near, far, close, next to, above, below,
- **Weather**: cold, hot, sunny, rainy, snow
- **Map**: continent, ocean, United Kingdom, Scotland, England, Wales, Northern Ireland

## Skills
- Make observations from memory e.g. journey to school
- Draw simple maps and sketches
- Explore a simple map
- Locate the UK on a world map and identify its four countries
- Locate North East England on a map of the UK
- Identify seasonal weather patterns in the UK
- Identify features of their own local environment
- Ask questions such as ‘What is it like here?’, ‘How is it different?’

## Knowledge and Understanding
- Know that there are different types of dwellings
- Know their own address
- Know the difference between a country and a region
- Know the names of continents and oceans
- Understand the differences between hot and cold countries

# Y1 Geography A.R.E

## A Y1 geographer can....

- use geographical language to identify local and global features
- use locational vocabulary to describe positions
- locate the UK on a world map/globe and label its four countries
- locate the region they live in on a UK map
- talk about significant features of their local area
- explain how the weather changes with the seasons
- recite their own address
- explain the differences between hot and cold countries
### Y2 Geography Curriculum

| Vocabulary | Locational language: coastal, mountain, river, valley, town, city, countryside, landmark, environment, man-made, natural  
Weather: temperature, thermometer  
Map: continent, ocean, United Kingdom, Scotland, England, Wales, Northern Ireland, North, South, East, West, Equator, poles, key, compass, |
|---|---|
| Skills | • Explain the difference between man-made and natural features of an area  
• Identify landmarks and features from photographs and maps, giving their views and opinions  
• Generate answers to simple geographical questions  
• Make simple maps using a key  
• Compare an area of the UK to a non-European country identifying differences and similarities in man-made and natural features  
• Explain seasonal and daily weather patterns |
| Knowledge and Understanding | • Understand the difference between town and countryside  
• Know the four countries of the UK and locate their capital cities  
• Locate the UK on a world map and identify its surrounding seas  
• Know where the Equator and poles are on a globe and how this relates to hot/cold countries |

### Y2 Geography A.R.E

<table>
<thead>
<tr>
<th>A Y2 geographer can….</th>
<th>• use more advanced geographical language to identify local and global features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• identify places on simple maps, describing their position using compass directions</td>
</tr>
<tr>
<td></td>
<td>• locate the capital cities of the UK and name the surrounding seas</td>
</tr>
<tr>
<td></td>
<td>• identify the Equator and poles on a globe/map and explain how they link to hot/cold countries</td>
</tr>
<tr>
<td></td>
<td>• explain the difference between man-made and natural features of an area</td>
</tr>
<tr>
<td></td>
<td>• make simple maps using a key and describe relative locations using compass directions</td>
</tr>
<tr>
<td></td>
<td>• explain the seasonal and daily weather patterns within the UK</td>
</tr>
<tr>
<td></td>
<td>• list similarities and differences in features between an area of the UK and a non-European country</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Compass directions - including 8 points hemisphere, keys, volcano, earthquakes, tectonic plates, atlas, human and physical features</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Skills     | • Use symbols and keys to locate features on a map (including OS maps)  
• Begin to use an atlas using indices and grid references for locating  
• Locate the nine regions of England  
• Locate some of the world's volcanoes  
• Identify the Equator, poles and hemispheres on a globe or world map  
• Identify different countries in each hemisphere and their capital city  
• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans) |
| Knowledge and Understanding | • Name the nine regions of England (including the position of Middlesbrough)  
• Understand how plate tectonics lead to the formation of volcanoes and the creation of earthquakes  
• Name some of the world volcanoes  
• Understand that the Earth is split into a northern and southern hemisphere  
• Gain an awareness of digital mapping  
• Begin to understand the water cycle |

<table>
<thead>
<tr>
<th>Y3 Geography A.R.E</th>
<th><strong>A Y3 geographer can....</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• describe positions using compass points</td>
</tr>
<tr>
<td></td>
<td>• identify Equator, poles and hemispheres on globes/world maps</td>
</tr>
<tr>
<td></td>
<td>• identify and locate countries from each hemisphere and their capital cities</td>
</tr>
<tr>
<td></td>
<td>• explain how volcanoes are formed</td>
</tr>
<tr>
<td></td>
<td>• Name some of the UK's major rivers</td>
</tr>
<tr>
<td></td>
<td>• understand how the structure of the Earth causes earthquakes</td>
</tr>
<tr>
<td></td>
<td>• use symbols and keys to identify features on maps (including OS maps)</td>
</tr>
<tr>
<td></td>
<td>• can identify that England is divided into nine regions and name some of them</td>
</tr>
<tr>
<td></td>
<td>• use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Compass directions - including 8 points hemisphere, equator, keys, atlas, human and physical features, continent, Arctic, Antarctic, climate, ordnance survey (OS)</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Skills     | • Locate the Equator, poles (including Arctic and Antarctic circles) and the Northern and Southern Hemispheres  
• Explore a global issue (link to Global Learning and global goals)  
• Locate countries in North and South America including their capital cities  
• Investigate changes to land over time  
• Confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map  
• Describe locations using 8 points on a compass  
• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)  
• Compare and contrast human and physical features between a region of the UK and America |
| Knowledge and Understanding | • Know and locate the world’s 7 continents and 5 oceans  
• Name and locate the nine regions of England (including the position of Middlesbrough)  
• Understand different ways land can be used (farming, National Parks, Industry, settlements etc.)  
• Understand and explain different types of settlements  
• Understand how distance from the Equator affects climate |

**Y4 Geography A.R.E**

<table>
<thead>
<tr>
<th>A Y4 geographer can….</th>
</tr>
</thead>
</table>
• describe positions using 8 compass points  
• identify Equator, poles, hemispheres and Arctic and Antarctic circles on globes/world maps  
• identify and locate countries from North and South America and their capital cities  
• describe different types of settlements  
• explain how the way land is used changes over time  
• confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map  
• explore global issues linked to Global Learning and Global Goals  
• explain the difference between human and physical features and give examples from case studies  
• describe how climate is affected by location and explain different climate zones |
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Y5 Geography Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass directions - including 8 points, hemisphere, equator, keys, Arctic, Antarctic, climate, ordnance survey (OS), Tropic of Cancer, Tropic of Capricorn, latitude, longitude</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Y5 Geography A.R.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locate the Equator and Tropics of Cancer and Capricorn on a globe/world map</td>
<td></td>
</tr>
<tr>
<td>• Explore a global issue (link to Global Learning and global goals)</td>
<td></td>
</tr>
<tr>
<td>• Locate countries in Europe, identifying their capital city as well as key human and physical features</td>
<td></td>
</tr>
<tr>
<td>• Confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map</td>
<td></td>
</tr>
<tr>
<td>• Describe locations using 8 points on a compass</td>
<td></td>
</tr>
<tr>
<td>• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)</td>
<td></td>
</tr>
<tr>
<td>• Compare and contrast human and physical features between a region of the UK and Europe (including mountains, volcanoes and rivers within them)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>A Y5 geographer can…....</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Know and locate the world’s 7 continents and 5 oceans</td>
<td></td>
</tr>
<tr>
<td>• Name and locate the nine regions of England (including the position of Middlesbrough)</td>
<td></td>
</tr>
<tr>
<td>• Understand reasons for the location of settlements and how this changes over time (including trade links and economies)</td>
<td></td>
</tr>
<tr>
<td>• Understand and describe the different climate zones</td>
<td></td>
</tr>
</tbody>
</table>

• describe positions using 8 compass points

• locate the Equator and Tropics of Cancer and Capricorn on a globe/world map

• locate countries in Europe, identifying their capital city as well as key human and physical features

• describe reasons for the location of settlements (including trade links and economies)

• describe the water cycle with reference to a river case study

• confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map

• explore global issues linked to Global Learning and Global Goals

• explain the difference between human and physical features and give examples from case studies

• describe the different climate zones and give examples of each
| **Vocabulary** | Compass directions - including 8 points hemisphere, equator, keys, Arctic, Antarctic, climate, ordnance survey (OS), Tropic of Cancer, Tropic of Capricorn, latitude, longitude |
| **Skills** | • Locate the Equator and Tropics of Cancer and Capricorn on a globe/world map  
• Explore a global issue (link to Global Learning and global goals)  
• Locate countries across all continents, identifying their capital city as well as key human and physical features  
• Confidently use an atlas, including indices, 6 figure grid references and symbols, to locate places on an OS map  
• Describe locations using 8 points on a compass  
• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)  
• Compare and contrast a desert and a rainforest including human and physical features and explain how location affects their climate |
| **Knowledge and Understanding** | • Know and locate the world’s 7 continents and 5 oceans  
• Begin to understand and describe the distribution of natural resources e.g. energy sources, food, minerals and water  
• Name and locate the world’s major deserts and rainforests  
• Understand the different climate zones  
• Understand how time zones work and begin to calculate time differences |
| **Y6 Geography Curriculum** |  |
| **Y6 Geography A.R.E** | A Y6 geographer can….  
• describe positions using 8 compass points  
• locate the Equator and Tropics of Cancer and Capricorn on a globe/world map and explain how this relates to climate  
• understand how time zones work and begin to calculate differences  
• use an atlas to follow and give 6 figure grid references  
• compare features of a desert and rainforest  
• understand that natural resources are not evenly distributed across the world  
• explore global issues linked to Global Learning and Global Goals  
• explain the difference between human and physical features and give examples from case studies  
• describe the different climate zones and give examples of each  
• name countries across different continents and their capital cities |