Geography

at Morton Church of England Primary School

Geography Intent Statement

As geographers, children at Morton CEPS will have the opportunity to develop a deep understanding and respect for the Earth's key physical and human processes and the impact that humans have on the natural world. They will develop a strong sense of place and be naturally curious about the world around them, the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups. Geography helps pupils to understand the process of change, the diversity of societies and their relationships between different groups and the natural world as well as their own identity and the challenges of their time.

Geography Implementation Statement

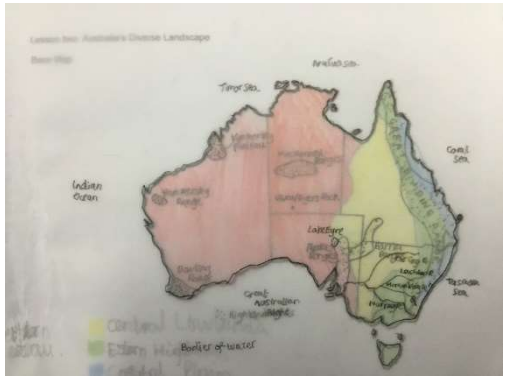
At Morton CEPS, pupils are inspired to build a lifelong love, fascination and respect for the world around them and the people within it. Geographical skills and subject specific vocabulary are embedded within a progressive curriculum across key stages. Enjoyment, curiosity, enquiry, challenge, fascination and active learning are promoted to provide children with memorable learning experiences.

Geography Impact Statement

Our pupils will provoke and provide answers to questions about natural and human aspects of the world locally, nationally and globally. They will demonstrate deep knowledge of human and physical aspects of Geography through appropriate

fieldwork skills, knowledge and the use of a broad and varied geographical vocabulary in relation to their own individual starting points.

Geography at our school



Morton Church of England Primary School
Geography 2022-2023

National Curriculum and EYFS Expectations

Early Years

By the end of EYFS children will know and be able to…

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.
- Listen to and discuss stories set in different countries or with a geographical theme.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons.
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.

Key Stage 1

By the end of KS 1 children will know and be able to …

- Develop knowledge about the world, the United Kingdom and our locality.
- Understand basic subject specific vocabulary relating to human and physical geography
- Begin to use geographical skills, including first hand observation, to enhance their local awareness.
- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use geographical vocabulary to refer to key physical and human features.
- Use world maps, atlases and globes to identify the United Kingdome and its countries as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks ad basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- 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.

Key Stage 2

By the end of KS 2 children will know and be able to …

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the characteristics of a range of the world's most significant human and physical features.
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
  They will be taught to…
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of altitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- 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 and a region within North or South America.
- Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

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.

Our Geography Curriculum

Curriculum Map

Morton Church of England Primary School
Geography 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Our school and village	The UK and the World	Places that have snow all year round	London and Morton	Places that are hot all year round	
Year 1	The School, village and our place in the locality Weather monitoring		The United Kingdom Weather monitoring		The World and Continents Weather monitoring	
Year 2	London and Local Study		Kenya		Features of the World	
Year 3	The UK- Counties and Areas		Southern Italy and Volcanoes		The Americas and Earthquakes	
Year 4	Desserts / Nile River Study		Rivers Features and the Water Cycle		European neighbours.	
Year 5	Features of the World – latitude and longitude		The UK – regions and cities		Climate Change – Australia	
Year 6	Coasts – UK and world coasts		South America – The Amazon		Local river fieldwork.	

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Progression in Knowledge

Age Phase	Year Group	Autumn		Spring		Summer	
	Nursery and Reception	*During their time in EYFS, children begin to develop their geographical knowledge by exploring the natural environment around them, through first-hand experiences in their outdoor area and then in their local community* *- Knows that we live in Morton which is in England* *Understanding of our local area for both the built and the natural environment through village walks of Morton.* *Understanding of physical landscapes through stories and NF texts* *- Knows what a map is used for* *- Draw and create their own maps using real objects, and/or pictures and symbols* *- That directions can be followed and lead to different places* *Ongoing provision in both Nursery and Reception – Observing daily weather patterns and seasonal changes, exploring and creating different environments in small world provision, talking about features of the environment that they like/dislike, looking closely at patterns, change, similarities and difference in the world around them.*					
	R	*End points (Birth to five and Development matters)*					
		Our school and our route to school – do we walk? Drive, etc –Use google maps - street view to locate our school in Morton	Exploring on maps what countries make the UK. Locate England. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos.	Discover places that have snow all year round. Look at differences and similarities between life environments and other places.	Look at London and the office buildings, shops and compare to our countryside village in Morton. Locate London on a map. Village Walk. Draw our own maps of our outdoor area – label features. Create our school using blocks, planks, etc - use beebots to move around our buildings.	Look at places that are hot all year round. Look at differences and similarities between life in this country and other places. Compare Morton to the contrasting environment.	
		Why this and why now?					
		Important for children to have a	Children expand their view of	Links to seasonal time of year. Children	Links to learning around queens and	Links to seasonal time of year. Children	

		sense of their place and familiarise them with name of road, village that is important to them. Links to learning about 'me' and 'my' school.	Ruskington from previous learning to include England and the United Kingdom. Use maps to locate what is sea and what is land.	develop their understanding of environments that are different from one in which they live and can notice the similarities and differences.	castles and consolidates knowledge of England from term 2. Children build on prior learning in Term 1 to look at aerial views of the school recognising key features. Draw a simple map of our outdoor area – what does 'birds' eye' mean	build on their prior learning of environments from term 3 and can explain the similarities and differences they notice.	

Y1	Y1	Place knowledge 2 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – *M*orton Geographical skills 4 *Map skills* 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. – draw a map of the school and create symbols for the different areas. [redacted] Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the human and physical features of its surrounding environment. *Gather information about our school and grounds, then gather information about the village and compare with other places e.g R*uskington *another Lincolnshire village.* Start weather logs record the weather in different seasons over the course of the school year, developing on from work in Reception – this will continue through the year. Human and physical geography 3 Identify seasonal and daily weather patterns in the United Kingdom.	Locational knowledge 1 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills 4 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; construct basic symbols in a key.	Locational knowledge 1 Name and locate the world's seven continents Geographical skills 4 Use world maps, atlases and globes Ensure pupils look at the world from different perspectives so they don't get the wrong impression from the 'traditional' map projections. Use maps and globes to begin to get a true sense of the shape of the arctic and Antarctica.

		Record the weather in Ruskington also use Met office website to compare weather in Ruskington with that of UK. Fieldwork 5 Use simple fieldwork and observational skills to study the weather in different seasons (ongoing throughout the year).		
	Why this and why now?			
		Builds on work covered in EYFS. Children deepen understanding of their local area. Children begin to map with different skills. Develop children's understanding of maps and plan view so they have a better understanding of maps in the following term Start weather logs record the weather in different seasons over the course of the school year, developing on from work in Reception.	As the children are gathering information about seasonal weather patterns this will help children to learn about the four countries in the UK. Once the children have established where they are in the UK, build outwards to learn about UK.	As children know about the UK start to put this into wider context of Europe and the other continents
	Local links	Morton, Ruskington and another Lincolnshire Village Local Weather patterns	Seasonal patterns in local area. Compare to other parts of our locality and the UK	Local to national and beyond. How are we located in the Area, District, County, Country, UK, Europe
	Key Concepts Y2	Place knowledge 2 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Pudding Lane area of London (London to the East Buckingham Palace and West Tower of London)	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country – Kenya Naru Maru and outskirts of Nairobi Compare the weather in London with Nairobi	Locational knowledge 1 Name and locate the world's seven continents and five oceans. Place north and south pole Geographical skills 4 Use world maps, atlases and globes

			Fieldwork 5 Compare and contrast Morton with London. (Y2 GA webinar on fieldwork) What are the buildings in Morton made from? Then compare to Naru Maru (Kenya)	Human and physical geography 3 Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles Geographical skills 4 Use world maps, atlases and globes
	Why this and why now?			
		Follows on from the unit of work in history on the Great Fire of London in History in Y2, as the children will know about their own local area from Y1 they are able to make comparisons with an area of London.	How does Kenya compare to UK? Naru Maru compare to London/Morton.	Build on the work from Y1 knowing about the world so they can learn about the hot and cold places in the world As children have learnt about the weather patterns in UK widen out to know about hot and cold places
	Local links	Links to locality. How would we get to London? Bus to Peterborough, Train to London. Plot a route by car	Compare locality and weather to Kenya	What type of climate do we live in? How does this compare to other parts of the world?
Lower KS2	Key Concepts Y3	Locational knowledge 1 Name and locate counties and cities of the United Kingdom, start with Lincolnshire and surrounding counties. Geographical skills 4 Use world maps, atlases and globes	Place knowledge 2 Understand geographical similarities and differences through the study of human and physical geography – a region in a European country (Southern Italy) Human and physical geography 3 climate zones, biomes and vegetation belts Geographical skills 4 Use world maps, atlases and globes Human and physical geography 3 Describe and understand key aspects of volcanoes – start with Mt Etna in Southern	Locational knowledge 1 Locate the world's countries North America environmental regions, physical and human characteristics, countries and major cities Human and physical geography 3 Understand and describe key aspects of mountains and earthquakes Know how mountains and earthquakes are formed through plate tectonics, fold mountains, block mountains. Distribution of mountains around the world.

			Italy. Also study volcanoes in Iceland and Hawaii How are volcanoes formed? Why do people live near volcanoes? How do volcanoes effect the immediate population and people far away? Geographical skills 4 Use world maps, atlases and globes Locate worlds countries using maps to focus on Europe – countries which border Italy/near neighbours	Know how earthquakes are formed – how do these effect people indifferent areas of the world? Locate the world's countries in South America Fieldwork 5 Which five things would you most like to see preserved in your area for ever? Need to choose five areas to preserve. Ask chn and adults – do we all give the same answer? Suggest the best place for a pedestrian crossing – what information would you need to make a decision?
	Why this and why now?			
		Develop understanding of counties when learning about stone age in history e.g. Wiltshire (Stonehenge Salisbury Plain)	Build on the knowledge from EYFS + KS1, knowing about near and far places – characteristics and identities use this to know about an area in Europe. Southern Italy picked to start to learn about climate zones, biomes, vegetation belts. The children can start to make more meaningful comparisons with weather and climate. Children know about Southern Italy so are well placed to study Mt Etna, then broaden their understanding to other volcanoes. Volcanoes are a good introduction to physical geography land formations.	Learn about North America in readiness for studying the polar region of North America

	Local links	Location to where we live. Link to History work	How does our locality differ from Italy and Iceland?	How does our locality differ from North America?
	Key Concepts Y4	Human and physical geography 3 Physical - Understand and describe key aspects of rivers Geographical skills 4 and Fieldwork 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Do we think the regeneration has been a positive change? Use fieldwork to observe, measure, record and present the human and physical features in the Nile Delta region	Map skills Human and physical geography 3 Physical - understand and describe key aspects of rivers and the water cycle Fieldwork 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area (rivers) River study at Bourne Eau or Dike– width, depth, flow, cross-sectional profile? Draw sketch maps, annotated field sketch Learn about the journey of a typical river from source to mouth – describe how a river changes from upper – middle – lower course with examples from selected rivers in UK	Locate countries in Europe: Sweden, Norway, Iceland, Denmark Russia Key physical and human characteristics, major cities Locational knowledge 1 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time a region of the UK (North West) Place knowledge 2 Understand geographical similarities and differences through the study of human and physical geography – a region of the UK (North West) Human – land use, economic activity, trade links, natural resources
		Why this and why now?		
		Once children have learnt about the Nile from the past, able to visit and find out what it is like now. How has it be regenerated.	Children study the water cycle in y4, studying rivers here is a natural connection, knowing about the topography of the UK will help understand how this directly impacts on the water cycle in our locality	Why here? Why now? Link to Invaders and Settlers Unit in History North West as a contrasting area to children's region East Midlands – Lincolnshire and Morton
	Local links		Link to waterways in local area – local dykes, Bourne Eau, River Nene, River Witham	How was Morton settled by human population – Anglo Saxon/ Roman links? Links to local villages with settlement names Thurlby, Haconby

Upper KS2	Key Concepts Y5	Place knowledge 2 Understand geographical similarities and differences through the study of human and physical geography – a region in North America (Arctic Circle) Locational knowledge 1 Identify position and significance of latitude, longitude, Equator, N & S Hemisphere, Arctic and Antarctic circle Human and physical geography 3 Physical – climate zones, biomes and vegetation belts Human– types of settlement, land use, economic activity, tade links, distribution of natural resources Latitude and longitude Time zones	Locational knowledge 1 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time	Human and physical geography 3 Deepen knowledge on climate change and the impact on polar ice caps, sea level and potential effect on our locality Focus on climate change in Australia
	Why this and why now?			
		Why here? Why now? The children in Y3 have learnt about a warmer contrasting place (S.Italy), region of N.America chosen which is cold, lays a foundation for future work on climate change. Develop knowledge of climate zones, biomes, vegetation belts	Children learn about counties, regions and cities so that they can locate places linked to cross curricular work.	Developing pupils deeper understanding about climate change, deepening understanding of the interaction between physical and human processes and the formation of new landscapes and environments
	Local links			Link to work around climate change in local area. What would Morton look like if there was a +10cm rise in sea levels across the world.
	Key Concepts Y6	Human and physical geography Physical - Understand and describe key aspects of coasts	Human and physical geography 3	Local study and fieldwork

		Know what the coast is and begin to use some geographical language to describe some key features of a coastline. Work in groups to discuss what they already know and what they want to know about coasts. Begin to understand why coastlines are so varied and why they are always changing. Place features nationally. Look for how Britain's coastline is changing.	Physical - Understand and describe key aspects of rivers. Relate to study of Amazon River and Basin Geographical skills 4 and Fieldwork 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area (local land use)	
	Why this and why now?			
		Start with plotting our nearest coastlines. How are they changing, what are they used for in today's world. Link to coasts across the country -compare and contrast.	Once children have learnt about the Bourne Eau or Forty Foot from the past, able to visit and find out what it is like now. How has it be regenerated.	
	Local links		Link to local rivers. Why are many of our waterways in Lincolnshire man-made?	

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Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and Place Knowledge	Name and locate different parts of the school and significant places in the locality.	Name and locate the four countries and capital cities of the United Kingdom	Name and locate significant places in their locality, the UK and the wider world. Continent names. Name oceans of the world.	Name and locate a wider range of places in their locality, the UK and the wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an in range of places in the world including globally and topically significant features and events.
Human and Physical Geography	Use the school building and Forest School to explore both the built and natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Use geographical language to describe some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.	To identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some interactions between people, places and environments.
Geographical Skills:	Comment on and ask questions	Ask and answer simple	Ask and answer simple	Ask and answer more searching	Ask and answer more searching	Ask and respond to questions that	Ask and respond to questions that

Enquiry and Investigation	about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	geographical questions. Describe some similarities and differences when studying places and features.	geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments..	geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	geographical questions including 'how?' and 'why?' Identify similarities, differences and patterns when investigating different places, environments and people.	are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.
Geographical Skills: Fieldwork	Find out about the environment by talking to people, examining photographs and simple maps. Know their school environment, naming and finding key places within the school.	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of our school and it's grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of our local environment – Morton.	Observe, record and name human and physical features in our environment.	Observe, record and explain physical and human features of the environment.	Observe, measure and record physical and human features using a range of methods e.g. sketch maps, plans, graphs.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Geographical Skills: Interpret a Range of Sources of Geographical Information	Use a range of sources such as simple maps, globes,	Use a range of sources such as simple maps, globes, atlases and images.	Use a range of sources such as maps, globes, atlases and aerial photos to identify	Use a range of sources including digital maps, atlases, globes and satellite images to	Use a range of sources including digital maps, atlases, globes and satellite	Use a range of maps and other sources of geographical information and	Interpret a wider range of geographical information and maps including

	photographs, and the locality.	Know that symbols mean something on maps.	features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	research and present geographical information. Begin to recognise some Ordnance Survey symbols on maps.	images to research and research geographical information. Begin to use the eight compass points. Recognise Ordnance Survey symbols on maps.	select the most appropriate for a task. Use the eight compass points. Begin to use four figure coordinates.	scale, thematic and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and begin to locate features using six figure grid references.
Geographical Skills: Communicate Geographical Information	Arouse awareness of features of the environments in our school setting and immediate local area e.g. Forest School, a visit to the park	Use maps and other images to talk about everyday life e.g. where they live, their journey to school. Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and recognise how people can sometimes affect the environment e.g changes in the village.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.
Mapping Skills							

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Direction/Location	Follow simple directions, forwards, backwards.	Follow directions, (up, down, left, right, forwards, backwards. Program the beebots.	Follow directions as Y1, including NSEW.)	Use NSEW to follow and give directions. Use letter/no. coordinates to locate features on a map.	Use 4 compass points with confidence and introduce 8 compass points. Continue to use letter/no. coordinates to locate features on a map.	Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. Use latitude and longitude on atlas maps.	Use 8 compass points. Use 4 figure coordinates to locate features on a map. Begin to use 6 figure grid references. Use latitude and longitude on atlas maps.
Drawing maps and representations	Use objects or drawings to create their own maps. Look at signs and symbols on different types of maps.	Draw picture maps from stories or imaginary places. Draw maps of routes. Begin to use own symbols on imaginary maps.	Draw maps of real places and routes. Introduce drawing from a birds eye view. Begin to understand the need for a key.	Use letter/no. coordinates to plot features on a map. Make a mostly accurate map of an experienced short rote experienced, with features in correct order. Know why a key is needed. Use standard symbols.	Use letter/no. coordinates to plot features on a map. Make an accurate map of a short route experienced, with all features in the correct order. Know why a key is used. Begin to recognise symbols on an OS map.	Use 4 figure coordinates to place features on a map. Begin to draw a range of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use/recognise OS map symbols.	Use/recognise OS map symbols. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Using maps (to include resources.)	Have experience with a range of maps including globes and aerial	Use a simple picture map to move around the school.	Follow a route on a map. Use a plan view.	Locate places on large scale maps.	Locate places on large scale maps.	Compare maps with aerial photographs.	Follow a short route on an OS map. Describe

	photographs. Identify what different map symbols may mean.	Recognise that a map is about a place.	Locate continents and oceans on a world map.	Follow a route on a map with some accuracy.	Follow a route accurately on a large-scale map.	Select an appropriate map for a specific purpose. Begin to use atlases to find out about other features of places. (e.g. to find the wettest part of the world.)	features shown on an OS map. Locate places on a world ,map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns.)

Vocabulary

	Key Vocabulary
EYFS	Birds eye, route, map, plan, weather, local, area, environment, village, town, city, seasons
Year 1	North, south, east , west, building, main road, river, pavement, shops, church, library, near, far, close, park, new, old, factory, farm, house, office, village, town, near, far, similar, different, hills, mountains, north, east, south, west, compass, observe, route, beach, cliffs, sea, coast, farm, autumn, winter, summer, spring, woods, forest, seaside, station, railway. Weather, sunny, cloudy, rain, weather, wind, hot, cold, speed, rain gauge, thermometer, snow, hail, blizzard, sleet, calm, words to describe wind blustery, breeze, storm, gale, hurricane, maximum, minimum, observe,

	Idioms such as raining cats and dogs. England, Wales, Scotland, Northern Ireland, border, London, Cardiff, Edinburgh, Belfast, United Kingdom, British Isles, Ireland, North Sea, English Channel, Irish Sea, islands, north, south, east, west, compass rose, atlas, capital. Direction, compass, north, south, east west, harbour, port, island. Continent, Europe, South America, North America, Oceania, Africa, Asia, Antarctica Ocean, Pacific, Atlantic, Indian, Arctic, Southern, globe, Earth, country
Year 2	North, south, east , west, building, house, homes, main road, river, River Thames, pavement, shops, church, Cathedral, bridge, underground, Tube, station, museum, landmark, hospital, gallery, palace, library, near, far, close, park, new, old, factory, farm, house, office, village, town, near, far, similar, different, hills, mountains, north, east, south, west, compass, observe, route, beach, cliffs, sea, coast, farm, woods, forest, seaside, map, key, city, urban, locate .Equator, continents, Africa, Antarctica, North America, South America, Asia, Oceania, Europe, ocean, Atlantic, Pacific, Southern, Indian, Arctic, map, globe, hot, cold, Equator, North Pole, South Pole, temperature, northern hemisphere, southern hemisphere, maps, globes, North, south, east, west, compass, compare, similar, different, city, town, village, rural, urban, border, country,
Year 3	County, border, Lincolnshire, Nottinghamshire, Rutland, Cambridgeshire, region, East Midlands, map, locate, physical, human, compass, north, south, east, west, north-east, south-east, south-west, north-west, Mediterranean Biome, vegetation, vegetation belt, physical features, human features, border, France, Switzerland, Austria, Slovenia, San Marino, Sardinia, Sicily, mountain, Alps, Rome, capital, Europe, tourism, economy, trade, settlement, Dormant, extinct, active, shield, composite lava, magma, plate tectonics, constructive, destructive plate margins, geothermal energy, crust, mantle, core,enquiry, preserve, justify, sketch map, plan view, data, collect,
Year 4	Language, capital city, population, economy, religion, physical, human, rivers, mountains, forests, coast, border, landlocked, imports, exports, life expectancy, Plate tectonic, block mountains, continental plates, crust, fold mountain, mantle, weathering, oceanic plates, collision plate boundary, destructive plate boundary, constructive plate boundary, disaster, earthquake, epicentre, focus, hazard, magnitude, Primary effects, risk, secondary effects, seismic wave, seismograph, tertiary effects, Mt Everest, Himalayas and other major mountain ranges, Ben Nevis, Snowdon, peak, summit, Pennines, Cambrians, Alps, Rockies, Andes Bank, channel, stream bed, meander, erosion, deposition, load, valley Source, mouth, estuary, tributary, confluence, process, feature, habitats, waterfall, hydrological cycle, velocity, traction, hydraulic power, abrasion, bedload, condensation, evaporation, water vapour, flood plain, pollution, solid, liquid, gas Language, capital city, population, economy, religion, physical, human, rivers, mountains, forests, coast, border, landlocked, imports, exports, life expectancy, archipelago Climate, county, border, resource, industry, National park, tourism, positive impact, negative impact, economy, Ordnance Survey OS, grid reference, coordinate, trade,
Year 5	belt, polar, tundra, export, import, tourism, rainforest, desert, mountains, forest, deciduous, coniferous, population, Meteorologist, meteorology, precipitation, anemometer, thermometer, climate graph, maximum, minimum, trends, data Renewable, non-renewable, reduce, reuse, recycle, sustainable, resource, green house gases, carbon emissions, energy, fossil fuel, climate, arctic circle, tundra, ice cap, coniferous forest, deciduous forest, pole climate zone, latitude, longitude, tropics, prime meridian, carbon footprint, arctic circle, Antarctic circle Global warming, ice caps, sea level, coast, Renewable, non-renewable, reduce, reuse, recycle, sustainable, resource, green house gases, carbon emissions, energy, fossil fuel,

	climate, arctic circle, tundra, ice cap, coniferous forest, deciduous forest, pole climate zone, latitude, longitude, tropics, prime meridian, carbon footprint, arctic circle, Antarctic circle
Year 6	North America, Central America, USA, Canada, Mexico, Panama, Belize, Honduras, Costa Rica, Guatemala, Atlantic, Pacific, Mississippi, vegetation Caribbean, West Indies, India, Poland, vegetation belt, polar, climate deciduous, coniferous, population, Industry, land use, brown field site, chain stores, derelict, green field site, green belt, industrial revolution, urban decay, urban renewal, leisure, Sketch map, field sketch, enquiry,