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North Somercotes CE Primary School

Whole School Geography Concepts and Vocabulary – Yearly Overview

Our key geographical concepts are place, space and environment. This is the key knowledge we learn in each year group. Our skills in geography are part of 'thinking geographically' and run across all of our concepts.

Key vocabulary enables our children develop their geographical language and understanding as they move through school.

| Concepts Year Group | <u>Place</u> <i>A specific part of the Earth's surface which has been named and given meaning by people.</i> | <u>Space</u> <i>The three-dimensional surface of the Earth and the differences across the space.</i> | <u>Environment</u> <i>Our living and non-living surroundings and their natural, managed or constructed features</i> |
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| Reception | <p>LEAD, UW, PCC - Talks about their home and the places they go to in their immediate environment.</p> <p>LEAD, UW, PCC - Knows we have different environments in this county; water/ rivers, woods, towns, etc.</p> <p>LEAD, UW, PCC - Knows that the country we live in is England.</p> <p>LEAD, UW, PCC - Creates different play environments - beach, city, forest, etc. in small-world play with support, naming their features; trees, river, mountains etc.</p> <p>LEAD, UW, PCC- Names some hot and cold countries.</p> <p>LEAD, UW, PCC- Knows about the lifestyle of people in other countries for example: foods,</p> | <p>LEAD, UW, PCC- Describes the natural landscape of a biome</p> <p>LEAD, UW, PCC- Knows that different countries have different landscapes (biomes).</p> <p>LEAD, UW, PCC- Knows that some places are far away, and we cannot walk there.</p> <p>ELG, UW, PCC- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>ELG, UW, NW- Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p>LEAD, UW, PCC- Knows some of the features of the biomes (tundra, desert, forest, grassland/savannah, oceans)</p> <p>ELG, UW, NW- 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.</p> |



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| | <p>home, clothing, significant buildings, languages, and culture.</p> <p>LEAD, UW, PCC- Knows the landmark buildings (including places of worship) in their local environment and discusses their importance.</p> <p>LEAD, UW, PCC- Knows what an island is.</p> <p>LEAD, UW, PCC- Knows that there are many different countries in the world.</p> <p>LEAD, UW, PCC- Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England.</p> <p>LEAD, UW, PCC- Makes inferences about locations in books based on previous knowledge or experiences:</p> <ul style="list-style-type: none">• clothing worn • buildings • foods • weather• animals • landscape <p>ELG, UW, PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> | | |
| | <u>Vocabulary</u> | | |
| | <p>home</p> <p>feelings</p> <p>country</p> <p>live</p> <p>school</p> <p>landmark</p> <p>map</p> <p>place</p> | <p>stories</p> <p>songs</p> <p>Earth</p> <p>differences</p> <p>weather</p> <p>seasons</p> | <p>water</p> <p>soil</p> <p>forest</p> |



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| | beach route | | |
| | <u>Thinking Geographically</u> | | |
| | <p>Mapping- LEAD, UW, PCC- Draws own plans/maps of immediate environment. LEAD, UW, PCC- Knows what a globe is and that it represents the world. LEAD, UW, PCC- Knows the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow. LEAD, UW, PCC- Creates own map of imaginary location using basic key; tree, sea, sand etc</p> <p>Fieldwork- LEAD, UW, NW- Explore the natural world around them. Makes observations of landscapes in photos, books, and videos.</p> <p>Enquiry- LEAD, UW, PCC -Answers and asks “why” questions. LEAD, UW, PCC- Engages in nonfiction books. LEAD, UW, PCC- Listens to and talks about nonfiction books applying new knowledge and vocabulary. LEAD, UW, PCC- Takes a personal interest in maps and globes asking questions to extend knowledge.</p> | | |
| Year 1 | To know their address. To know simple locational and directional vocabulary (near, far, left, right etc). To know the points of a compass. To know the four countries which make up the United Kingdom. To name the main towns and cities in England. To name the key features associated with the towns and cities e.g. factories, detached house. To understand what a key is. To describe a place, outside Europe, using geographical vocabulary. | To understand some features of the local climate. To understand some features of the climate of a country outside Europe. | To know some effects that humans have on their environment. |
| | <u>Vocabulary</u> | | |
| | rivers places town village | maps art weather climate | living non-living natural constructed |



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| | city North, South, East, West United Kingdom capital | | |
| | Thinking Geographically | | |
| | Mapping- To describe features and routes on aerial photos and maps. To use simple compass directions (North, South, East and West) to describe features and routes on a map. To use maps to investigate a town or village. To interpret simple maps and to use a key. To draw simple maps and construct basic symbols in a key. | | |
| | Fieldwork- To investigate a locality using fieldwork. To record weather and be able to discuss weather patterns. | | |
| | Enquiry- To discuss which facilities a town or village might need. To make plausible predictions about what the weather may be like later in the day or tomorrow. To explain how climate affects clothing choice. To consider whether people spoil the area or make it better and explain why. | | |
| Year 2 | To understand key words which describe the human and physical features of a place. To know where in the UK they live. To name and locate the world’s seven continents and five oceans. To know simple locational and directional vocabulary (near, far, left, right etc). To know the points of a compass. To name the main towns and cities in the United Kingdom. To name the key features associated with the towns and cities e.g. factories, detached house. To understand what a key is. | To understand the differences between their locality and another locality - Town/City To know the features of an island. To understand some features of the local climate through fieldwork. To understand the features of the climate of a non-European country. | To know some positive and negative effects that humans can have on an environment. |



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| | <p>To name and locate the United Kingdom’s surrounding seas.</p> <p>To know where the equator is and the north and south poles.</p> | | |
| | <u>Vocabulary</u> | | |
| | <p>belonging</p> <p>unique</p> <p>Europe</p> <p>countries</p> <p>communities</p> <p>identity</p> <p>human</p> <p>physical</p> <p>island</p> | <p>transport</p> <p>safe space/ unsafe space</p> <p>similar</p> <p>different</p> <p>climate</p> | <p>positive</p> <p>negative</p> |
| | <u>Thinking Geographically</u> | | |
| | <p>Mapping- To find where they live on a map of the UK.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To describe the location, features and routes on a map (use own map to add features that they see).</p> <p>To describe a route on a map.</p> <p>To use directional language and simple compass directions (North, South, East and West) to describe features and routes on a map.</p> <p>To locate hot and cold areas of the world in relation to the equator and the north and south poles.</p> | | |
| | <p>Fieldwork- To investigate a locality using fieldwork.</p> <p>To describe the key features of a place.</p> <p>To record weather and be able to answer questions about the weather.</p> | | |
| | <p>Enquiry- To say what they like and don’t like about localities.</p> <p>To make inferences from a weather chart.</p> <p>To answer an enquiry question using evidence to support their opinion.</p> | | |



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Year 3

To know the difference between the British Isles, Great Britain and UK.
To know the names of some *major* European countries.
To name the capital cities of *major* European countries.
To name some of the main towns and cities in Lincolnshire.
To recognise key symbols on Ordnance Survey maps.
To locate and name some of the world's most famous volcanoes.
To name some of the main countries in
To explain why a locality has certain physical features.
To name a number of countries in the Northern Hemisphere.

To explain why people are attracted to live in cities.
To describe how volcanoes are created.
To know what makes a place a popular holiday destination.
To understand the process that occurs before a volcano erupts.

To understand vocabulary that relates to the weather.
To describe the features of a mountain.

To understand how people are trying to manage their environment.

Vocabulary

population
minerals
landscape
human features

location
communication
goods
information
volcano
rainfall
wind speed
temperature
noise levels

settlement
management
ecosystem

Thinking Geographically



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| | <p>Mapping- To use some basic OS map symbols.</p> <p>To use the eight points of a compass and four -figure grid references, symbols and key to build their knowledge of the United Kingdom</p> <p>To use maps and atlases appropriately by using contents and indexes.</p> <p>To locate the capital cities of neighbouring European countries.</p> <p>To locate up to six cities in the UK on a map.</p> <p>To locate mountain ranges and volcanoes on a map.</p> | | |
| | <p>Fieldwork- To use fieldwork to observe and measure the human features in the local area using sketch maps.</p> <p>To use fieldwork to observe, measure, physical features in an area.</p> <p>To carry out research to discover features of cities and villages.</p> <p>To plan a journey to a place in England</p> <p>To use correct geographical vocabulary to describe a place and the things that happen there.</p> | | |
| | <p>Enquiry- To identify main trade and economy in a European country and compare to a region in the UK.</p> <p>To use diagrams to explain how a volcano erupts.</p> <p>To answer an enquiry question using their own knowledge and research found through sessions.</p> | | |
| Year 4 | <p>To recognise key symbols on Ordnance Survey maps.</p> <p>To know the difference between the British Isles, Great Britain and UK.</p> <p>To know the names of most major European countries.</p> <p>To name the capital cities of neighbouring European countries.</p> <p>To name some of the main towns and cities in Lincolnshire.</p> <p>To know some key features of the world’s most famous volcanoes.</p> <p>To name the main Spanish speaking countries worldwide.</p> <p>To know what makes a place a popular holiday destination.</p> <p>To explain why people may choose to live in a village rather than a town/city.</p> | <p>To describe how volcanoes are created.</p> <p>To describe how earthquakes are created.</p> <p>To communicate the process that occurs before a volcano erupts (use diagrams).</p> <p>To describe how earthquakes are created.</p> <p>To describe the features of a mountain.</p> | <p>To understand the positives and negatives of managing an environment.</p> <p>To know some physical and human features of an environment.</p> |



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| | To locate the Tropic of Cancer and the Tropic of Capricorn. | | |
| | <u>Vocabulary</u> | | |
| | recreation scenery beliefs values | earthquake tectonic plates volcano Richter scale measure damage | ethical impact controversial |
| | <u>Thinking Geographically</u> | | |
| | Mapping- To use the eight points of a compass and four -figure grid references, symbols and key to describe key human and physical features in the local area. To use maps and atlases appropriately by using contents and indexes. To locate the capital cities of neighbouring European countries. To locate mountain ranges and volcanoes on a map. To use maps and atlases appropriately by using contents and indexes. To give accurate measurements between two given places within the UK. | | |
| | Fieldwork- To recognise key symbols on Ordnance Survey maps. -To use fieldwork to observe and measure the human features in the local area using a range of methods. To use fieldwork to observe and measure physical features in an area. -To carry out research to discover features of cities and villages. To use fieldwork to observe and measure physical features in the local area. To know the types of information which you can collect to find out more about a place. To carry out research to discover features of cities and villages. To accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc). | | |
| Enquiry- To identify main trade and economy in a European country and compare to a region in the UK. To use correct geographical vocabulary to describe a place and the things that happen there. To explain how a locality has changed over time with reference to physical features. To answer an enquiry question using what they have learnt. To understand that sometimes an answer is not definitive. | | | |



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| Year 5 | <p>To describe how some places are similar and others are different in relation to their physical features.</p> <p>To name the main countries in South America.</p> <p>To name and locate many of the world's major rivers on maps.</p> <p>To know how a location fits into its wider geographical location; reference to human and economical features.</p> | <p>To know how locations around the world are changing and explain some of the reasons for this. Focus on weathering and erosion.</p> <p>To describe and understand key aspects of rivers, look at key vocabulary and features</p> <p>To understand the concepts of distance and time when talking about places from around the world.</p> <p>To know the features of a river.</p> | <p>To describe some of the benefits of living by a river</p> <p>To know how physical features affect human activity, within a location.</p> <p>To understand the meaning of fair trade.</p> |
| | <u>Vocabulary</u> | | |
| | <p>locality</p> <p>economy</p> <p>wilderness</p> <p>human and physical processes</p> <p>topographical</p> | <p>phenomena</p> <p>spatial distributions</p> <p>capital</p> <p>trade links</p> <p>water cycle</p> | <p>sustainability</p> <p>fair trade</p> |
| | <u>Thinking Geographically</u> | | |
| | <p>Mapping- To use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>To plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>To locate North and South America (and South America's main countries) on a world map.</p> <p>To name and locate the 5 longest rivers in the world using maps</p> | | |
| | <p>Fieldwork- To use different types of fieldwork sampling to measure and record the human and physical features of an area.</p> <p>To use fieldwork to record and present the physical features in the local area using a range of methods, including plans and graphs.</p> | | |
| | <p>Enquiry- To begin to define geographical questions to guide their research.</p> <p>To discuss and debate fair trade, by investigating facts.</p> <p>To identify trade links around the world based on a few chosen items e.g. chocolate, coffee, bananas.</p> <p>To begin to conduct research independently, thinking about what kind of evidence they need.</p> | | |



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| Year 6 | <p>To describe how physical features affect the trade and economy of a place.</p> <p>To name the main countries in South America.</p> <p>To name the main countries in North America.</p> <p>To know the features of a river and how this affects the landscape.</p> <p>To name and locate many of the world’s major rivers on maps.</p> | <p>To know how locations around the world are changing and explain some of the reasons for this. Focus on weathering and erosion and how this forms coastal features.</p> <p>To describe and understand key aspects of: physical geography, rivers, the water cycle</p> <p>To know how time zones work.</p> <p>To understand how countries are interconnected and interdependent.</p> | <p>To explain why people are attracted to live by rivers. Explain why many cities of the world are situated by rivers.</p> <p>To understand how different physical features can affect human activity, within a location.</p> <p>To understand the term ‘sustainable development’.</p> <p>To understand the different human features of the world.</p> |
| | <u>Vocabulary</u> | | |
| | <p>region</p> <p>landforms</p> <p>built environment</p> <p>socio-economic status</p> <p>statistics</p> | <p>interconnected</p> <p>interdependent</p> <p>weathering</p> <p>erosion</p> <p>physical geography</p> <p>human geography</p> | <p>sustainable development</p> <p>import/export</p> |
| | <u>Thinking Geographically</u> | | |
| | <p>Mapping- To use the eight points of a compass and six figure grid references to communicate knowledge of the world.</p> <p>To name and locate many of the world’s major rivers on maps.</p> <p>To plan a journey to another part of the world, which takes into account the time zones.</p> <p>To locate North and South America (and their main countries) on a world map.</p> | | |
| | <p>Fieldwork- To use different types of fieldwork sampling to measure and record the human and physical features of an area.</p> <p>To use fieldwork to record and present the physical features in the local area using a range of methods, including plans and graphs.</p> <p>To use fieldwork to observe, measure, physical features in the local area using a range of methods.</p> | | |
| | <p>Enquiry- To define geographical questions to guide their research.</p> <p>To describe how some places are similar and others are different in relation to their physical features.</p> <p>To collect and analyse statistics in order to draw clear conclusions about locations.</p> <p>To generate their own arguments to answer an enquiry question, using their own research.</p> | | |