Codicote C of E School Geography Progression and Key Vocabulary

Nursery / Reception	
Context	**School and home environment**
Early Learning Goals **Maths – positional vocabulary** **Knowledge and understanding of the world**	• Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind'. • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them • Recognise some environments that are different to the one in which they live • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. The Natural World • 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.

Year 1	
Context	**School and local area**
Locational Knowledge	• Can name and locate the world's seven continents and can start to name the five oceans. • Can name and locate the four countries of the United Kingdom.
Place Knowledge	• Can start to 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.
Human and Physical Geography	• Can start to recognise human and physical geographical features. • Can identify seasonal and daily weather patterns in the United Kingdom • Can begin to understand that some parts of the world are hot and some are cold.
Geographical skills and fieldwork	• 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 • Can understand the terms North, South, East and West. Can start to use aerial photographs and plan perspectives. • Can start to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical. • Can draw a simple map.
Key skills	• To investigate surroundings, making observations about where things are. They may record things they see e.g. drawing, photo, video. • Recognise a photo of video of a familiar environment e.g. school or local area and discuss. • Draw simple features they observe in a familiar environment • Use every day language to describe features e.g. bigger, smaller, far away, near, quiet, busy. • To recognise maps show a place (real or imaginary) and discuss what they can see. For example, they may identify Mr McGregor's garden in a map of Beatrix Potter's Hill Top Farm. • To follow or give directions (up, down, forwards, backwards, left, right) e.g. using beebots. • To use maps and photos to talk about everyday life e.g. a route to school or where they live. • With support, to create a representation through sticking shapes or simple drawing of a location from a story.

	• To draw a simple map and with support, to use symbols to represent things on it. • Looking at aerial photographs alongside a map of a familiar place.
Examples of Greater Depth	• Answer questions using a weather chart • Make plausible predictions about what the weather may be like later in the day or tomorrow • Name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terraced house • Name different jobs that people living in their area might do • Name a few towns in the local area and in other parts of the UK • Introducing North, East, South and West

Year 1 Vocabulary											
near	transport	wind	right	car	hail	globe	autumn	dry	long	short	wide
far	lorry	snow	building	summer	fog	journey	spring	hot	bungalow	junction	narrow
left	bus	rain	plan	winter	wet	travel	seasons	cold	town	village	farm

Year 2	
Context	**The local area and a contrasting country or locality (e.g. Africa)**
Locational Knowledge	• Can name and locate the world's seven continents and five oceans • Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	• Can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom; specifically weather and beaches.

Human and Physical Geography	• Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Can use basic geographical vocabulary to refer to key physical and human features.
Geographical skills and fieldwork	• 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 • 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. • 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 • Can 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 Skills	• To investigate surroundings, e.g. through making observations, drawing, taking photos and asking questions about features they see. • Make simple comparisons between simple features of different places. • Ask questions and record answers • With support, to label a photo or picture of a place. • To use technology to record (e.g. take a photo of the seaside) which they can later label • Use simple compass directions and locational and directional language to describe features and routes on a map (near,far,left,right) • Use an infant atlas or globe, to first locate land and water and then the continents and oceans. • To recognise an aerial photo is taken from above and to begin discussing the features they show. • To recognise roads, buildings or fields on a simple map. • To begin explaining why places are where they are. • To draw a simple map, with a title and with support, to use symbols to represent things on it, which (ideally) are recorded on a key • To recognise that maps can have different scales (e.g. a globe, an atlas and a map of a specific area show things of different sizes at different scales)

	• Begin to spatially match places e.g. recognise the UK on a small scale map and on a globe
Examples of Greater Depth	• Make plausible predictions about what life/weather etc. is like in other parts of the world • Find the longest and shortest route using a map • Use a map, photographs, film or plan to describe a contrasting locality outside Europe (Kenya • To suggest why there are differences in lifestyle/weather in different regions/countries and explain their ideas • Point out the North, South, East and West associated with maps and compass • Locate/identify some of their key features of the continents (e.g. surrounding oceans, which hemisphere they are in, famous mountains and rivers etc.)

Year 2 Vocabulary									
England	location	Dublin	Northern Ireland	Eire	Wales	environment	Irish Sea	London	North
Scotland	route	Equator	beach	cliff	coast	local	North Sea	Edinburgh	South
landscape	aerial view	North Pole	South Pole	larger	smaller	distant	English Channel	Cardiff	east
port	harbour	factory	sea	river	valley	behind	city	Belfast	west
address	semi-detached	terraced	soil	vegetation	seasonal	forest	hill	mountain	ocean
desert									

Year 3	
Context	**The UK and North America**
Locational Knowledge	• Can name and locate countries and cities of the UK, and geographical regions, including Hertfordshire, and identify their human and physical characteristics and key typographical features (including hills, mountains, coasts and rivers).

	• Can locate some of the countries in the world, with a focus on North America. • Can identify the position of the Equator, Northern and Southern Hemisphere. • Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Arctic and Antarctic circle.
Place Knowledge	• Can recognise the geographical similarities and differences through the study of human and physical geography of different regions of the UK and North America.

Human and Physical Geography	• Can start to describe and understand key aspects of:
	  ○ Physical geography, including rivers, mountains and the water cycle.
	  ○ Human geography including types of settlements and land use

Geographical skills and fieldwork	• Can use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere. • Can start to use a four point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK. • Can use fieldwork to observe, record and find the human and physical features of the local area using different methods, including maps and plans.
Key Skills	• To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. • Identify similarities and differences between two different locations using photos, maps or other sources. • To ask own questions about places and suggest ways in which they may find the answers. • Use a simple table, database or chart to record information gathered. • To take photos of a local area and add title, date, labels and/or description. • To study the key human and physical features of the school's surrounding environment • To understand the 8 compass points and use them to explain/identify points on a map. • Make a simple map of the classroom or school grounds, including main features you would see and a title. • Begin to identify points on a map or globe. • To use symbols to represent and understand why a key is needed.

	• To understand a map is a 2D representation of a 3D place. • Locate the UK on a variety of different scale maps
Examples of Greater Depth	• Explain why a locality has certain physical features • Explain how people's lives vary due to weather/climate • Explain how and why a locality has changed over time with reference to physical (both natural and man-made) features • Begin to recognise the climate of a given area according to its location on the map

Year 3 Vocabulary		
biome	valley	mountain
community	lake	port
landscape	transport [carry]	harbour
relief map	Topographical	compass
political map	weather	climate zone
ocean	equator	tropical
North East	North West	environment
South West	South East	Human features
City	countries	features
Landmarks	urban	rural
Land use	erosion (link to Grand Canyon)	Arctic
Climate	Temperature	Arctic Circle

Year 4	
Context	**Modern Britain, South America and Rainforests**
Locational Knowledge	• Can name and locate 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. • Can name and locate different countries in South America concentrating on their environmental regions, key physical and human characteristics and some major cities. •
Place Knowledge	• Can confidently recognise the geographical similarities and differences through the study of human and physical geography of different regions of the UK and a region of a South American country.
Human and Physical Geography	• Can describe and understand key physical aspects of: o Physical geography including biomes and vegetation belts and describe the characteristics of these, (with a link to water cycle in context of rainforest) o Volcanoes and earthquakes (location and distribution) o Human Geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food.
Geographical skills and fieldwork	• Can use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere. • Can use a four point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and areas studied. • Can find, observe and record on sketch maps the human and physical features of the local area including maps and plans.

Key Skills	• To undertake a survey or investigation, designing questions and/or a study to conduct. • To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. • Identify similarities and differences between two different locations or the same place in two different times using photos, maps or other sources, including looking at both physical and human features. • To ask questions about or suggest reasons for why an area may have changed over time. • To ask questions and make suggestions about why people may have settled in an area • To ask own questions about places and suggest ways in which they may find the answers. • Use a simple table, database or chart to record information gathered. • Choose an effective recording and presentation method e.g. tables to collect data • To take photos of a local area and add title, date, labels and/or description • Use maps, atlases, globes and digital maps to locate countries, mountains, capitals, rivers and surrounding oceans of South America. • To understand the 8 compass points and use them to explain/identify points on a map. • To begin to understand and experiment with 4 figure grid references on maps. • Identify local features on a map, and use four figure grid references to describe their location. • To use recognised symbols to identify an area/type of landscape etc. on a map. • Make a simple map including main features you would see, symbols, a key and a title and with support, introduce a simple scale. • Identify physical and human features on a map, including those represented by symbols.
Examples of Greater Depth	• Give accurate measurements between 2 given places within the UK • Explain how a locality has changed over time with reference to physical features • Explain how human activity has caused an environment to change and weigh up whether this has had positive or negative implications • Explain how people are trying to manage their environment

Year 4					
continent	valley	warm	deforestation	tropical	distance
country	contour	humid	understory	sustainable	scale
intensive farming	height	coastal	equator	natural resources	hemisphere
arable farming	oxygen	evaporation	settlement patterns	man-made materials	indigenous
plantation	Carbon dioxide	precipitation	mountain	environment	export
forest	distribution	condensation	canopy	productivity	grid reference
rainforest	import	hemisphere	native/ indigenous	earthquake	volcano/es

Year 5	
Context	**Europe, Water Cycle, Rivers – link to Anglo Saxons and Greeks**
Locational Knowledge	• Can name and locate an increasing number of different countries in Europe concentrating on their environmental regions, key physical and human characteristics and some major cities.
Place Knowledge	• Can identify and describe the geographical similarities and difference through the study of human and physical geography of a region of Europe as well as explaining the importance of a region.
Human and Physical Geography	• Can define and understand key aspects of: o Physical geography, including rivers and the water cycle. o Human Geography including currency (economic activity), trade links and distribution of natural resources including food and minerals. o

Geographical skills and fieldwork	• Can use a range of resources to locate countries and features covered in the world. • Can start to use an eight point compass and six figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and world. • Can find, observe and record the human and physical features of the local area using different methods, including sketch maps, plans and start to use digital technologies.
Key Skills	• To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. • Identify similarities and differences between two different locations or the same place in two different times using photos, maps or other sources, including looking at both physical and human features e.g. between an Anglo Saxon settlement and how that area of land looks now. • To ask questions about, research and describe, using maps etc. to support, how an area may have changed over time. • To ask questions and make suggestions about why may have drawn people to have settled in an area (historical or current). • Compare how river use has changed over time and research the impact, e.g on trade, in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Study aerial photographs, photographs and maps etc. and link what they can see e.g. recognising a river in an an aerial photograph, a normal POV photograph and a map • To complete fieldwork in school groups or local area. • To ask own questions about places and suggest ways in which they may find the answers. • Select a way to gather and record date e.g. simple table, database or chart. • Form conclusions based on data gathered. • To take photos of a local area and add title, date, labels and/or description. • Record measurements of river depth/width. • Make field notes/observational notes about river features. • Visit a river and locate and explain its features. • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe and some of their physical and human features (rivers, mountains, borders, capital cities). • To understand the 8 compass points and use them to explain/identify points on a map.

	• To understand and experiment with 4 figure grid references on maps. • Identify features on a map and use four figure grid references to describe their location. • To use recognised symbols to identify an area/type of landscape etc. on a map. • Make a simple map including main features you would see, symbols, a key and a title, including a simple scale e.g. 1cm to 1m. • To recognise the hemispheres, poles, equator etc. • To use and recognise symbols and a key to represent and identify features on a map. • Identify physical and human features on a map, including those represented by symbols.
Examples of Greater Depth	• Define geographical questions to guide research • Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features • Report on ways in which humans have both improved and damaged the environment • Work out how long it would take to get to a given destination taking account of the mode of transport

Year 5							
climate/ weather	flood plain	deposition	population	scale [maps]	water cycle	contours	development
climate zones	meander	transportation	precipitation	continent	arid	grid reference	irrigation
tributary	surface	confluence	condensation	sub-continent	evaporation	landscape	ground water
vegetation belts	sea level	mouth	industry	industrial	settlement	natural	tourist
river	grid reference	source	terrain	products	excursion	ox-bow lake	features
delta	contour lines	Europe					

Year 6	
Context	**Mountains, Local Area Fieldwork & Mapping Skills**
Locational Knowledge	• Can name and locate an increasing number of different countries concentrating on their environmental regions, key physical and human characteristics and some major cities and significance in the news. • Can identify the different Tropics of Cancer and Capricorn, the Prime/Greenwich Meriden and time zones (including day and night)
Place Knowledge	• Can identify and describe the geographical similarities and difference through the study of human and physical geography of a region of the UK, a number of regions of Europe and North and South America as well as explaining the importance of a region.
Human and Physical Geography	• Can assess and understand key aspects of: o Physical geography including mountains, volcanoes and earthquakes and describe the characteristics of these. o 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 economic activity.
Geographical skills and fieldwork	• Can confidently use a range of resources to locate countries and features covered in the world as well as parts of the UK. • Can use an eight point compass and six figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and world. • Can confidently find, observe and record the human and physical features of the local area using different methods, including sketch maps, plans and start to use digital technologies.

Key Skills	• To investigate surroundings, e.g. through making observations, creating labelled drawing or simple maps, taking photos and recording information of the things they see. • Identify similarities and differences between two different locations or the same place in two different times using photos, maps or other sources, including looking at both physical and human features e.g. between an Anglo-Saxon settlement and how that area of land looks now. • To ask questions about, research and describe, using maps etc. to support, how an area may have changed over time. • To ask questions and make suggestions about why may have drawn people to have settled in an area (historical or current). • Compare how river use has changed over time and research the impact, e.g on trade, in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Study aerial photographs, photographs and maps etc. and link what they can see e.g. recognising a river in an an aerial photograph, a normal POV photograph and a map • To complete fieldwork in school groups or local area. • To ask own questions about places and suggest ways in which they may find the answers. • Select a way to gather and record date e.g. simple table, database or chart. • Form conclusions based on data gathered. • To take photos of a local area and add title, date, labels and/or description. • Record measurements of river depth/width. • Make field notes/observational notes about river features. • Visit a river and locate and explain its features. • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe and some of their physical and human features (rivers, mountains, borders, capital cities). • To understand the 8 compass points and use them to explain/identify points on a map. • To understand and experiment with 4 figure grid references on maps. • Identify features on a map and use four figure grid references to describe their location. • To use recognised symbols to identify an area/type of landscape etc. on a map. • Make a simple map including main features you would see, symbols, a key and a title, including a simple scale e.g. 1cm to 1m. • To recognise the hemispheres, poles, equator etc. • To use and recognise symbols and a key to represent and identify features on a map.

	• Identify physical and human features on a map, including those represented by symbols.
Examples of Greater Depth	• Use a range of self-selected resources to answer questions • Plan a journey to another part of the world which takes account of time zones • Explain how human activity has caused an environment to change • Describe the effect of passing the International Date Line of longitude

Year 6									
migrate	naturalised	Arctic	Environment	Habitat	Landscape	canopy [trees]	latitude	vegetation belts	scale
disperse	indigenous	Antarctic	mountain	Mountain range	Summit	Ordnance Survey	longitude	climate zones	grid reference
sustainability	immigrant	renewable	peak	Snowdrift	blizzard	distance	Greenwich/Prime Meridian	conservation	symbols
natural disaster	survey	population	K2	Everest	Kilimanjaro	distance	deforestation	conservation	Time zone
natural resources	questionnaire	biomes	avalanche	tourism	globalisation	Time zone	Time zone	Time zone	Equator
Northern hemisphere	Tropic of Capricorn	export	latitude	tropical	urban	land use	pollution	subterranean	minutes
Southern hemisphere	Tropic of Cancer	import	longitude	equatorial	rural	congestion	tectonic plates	location	magma
pollution									