

# Humber Education Trust

## Knowledge and Vocabulary

### Progression Intent

# Geography

#### The intention of the Geography curriculum

To ensure that all pupils have:

- A curiosity and fascination about the world and its people
- A knowledge about diverse places, people, resources and natural and human environments
- A deep understanding of the Earth's key physical and human processes
- An understanding of how the Earth's features at different scales are shaped, interconnected and change over time

#### What are the key features of 'knowledge-rich' assessment for Geography?

At both key stages the sticky knowledge takes full account of the national curriculum's main characteristics of:

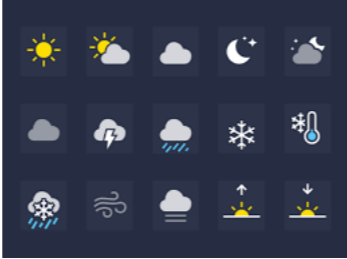
Locational knowledge     Place knowledge     Human and Physical geography     Geographical skills and fieldwork

There are relatively few assessment statements as these knowledge statements should be what pupils retain forever; this knowledge is within their long-term memory and will be retained.

There is a difference between knowledge that will be retained close to the point of teaching and knowledge that will be retained forever.

In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.

**Geography: Key Stage 1**

		Year 1	Year 2
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></li> <li><i>name and locate the world's seven continents and five oceans</i></li> </ul>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the bodies of water that surround the UK</li> <li>Recognise the seven continents of the world.</li> <li>Identify some of the human and physical characteristics of the four countries of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> <li>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>Describe some of the human and physical characteristics of the four countries of the UK.</li> </ul>
		<p>England, Ireland, Scotland, Wales, North Sea, Irish Sea, English Channel and Atlantic Ocean. Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania).</p>	<p>Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania). Atlantic, Pacific, Indian, Southern and Arctic ocean. London, Cardiff, Edinburgh and Belfast.</p>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li><i>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</i></li> </ul>	<p>Know features of hot and cold places in the world Understand location in relation to the Equator, South and North Pole.</p>	<ul style="list-style-type: none"> <li>Know the main differences between Hull (England) and that of a small place in a non-European country (linked to topic)</li> </ul>
		<p>Hot - sand, desert, tropical, rainforest, heat, sun and temperature Cold - ice, snow, polar, Inuit, Antarctica, Arctic, minus, ice caps and below freezing.</p>	<p>Hull - Humber Bridge, river, city, Northern England, Humber Estuary, East Riding of Yorkshire, fishing and industry. Non-European Country - features of specific country needs to be considered</p>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li><i>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></li> <li><i>use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and city, town, village, factory, farm, house, office, port, harbour and shop</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the hottest and coldest seasons in the UK - (link to science)</li> <li>Recognise the main weather symbols</li> </ul>  <ul style="list-style-type: none"> <li>Recall the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast human and physical features of a city or village</li> </ul>
		<p>Season, weather, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and vegetation.</p>	<p>Pollution, traffic, noise level, population, economy, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and vegetation.</p>
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li><i>Use world maps, atlases and globes</i></li> <li><i>Use simple compass directions</i></li> <li><i>Use aerial photos, construct simple maps</i></li> <li><i>Undertake simple fieldwork within school locality</i></li> </ul>	<ul style="list-style-type: none"> <li>Using a globe and world map; know where the equator, North Pole and South Pole are located.</li> <li>Using simple plans, street maps and sketches;                             <ul style="list-style-type: none"> <li>Identify basic map symbols</li> <li>Begin to recognise N, E, S and W on a compass</li> <li>Know and use locational and directional language</li> </ul> </li> <li>Compare and contrast features using terrestrial photographs</li> <li>Make simple observations and recordings (Pictograms, tally charts and Venn diagrams).</li> <li>Know their house number and street name</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps and globes (human and physical); recognise and identify where the equator, North and South Pole are located.</li> <li>Using simple plans and street maps;                             <ul style="list-style-type: none"> <li>Identify and classify basic map symbols</li> <li>Recall N, E, S and W on a compass</li> <li>Describe the location of features and routes</li> </ul> </li> <li>Compare and contrast features using terrestrial and aerial photographs</li> <li>Make simple observations and recordings (Pictograms, tally charts, bar graph, Venn diagrams and tables).</li> <li>Know their address, including postcode</li> </ul>
		<p>Globe, map, atlas, equator, North Pole, South Pole, observe, record, compass, left and right; below, next to</p>	<p>Globe, map, atlas, equator, North Pole, South Pole, weather and climate maps, political maps, online digital maps, compass</p>

Geography: Key Stage 2

		Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North &amp; South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (incl hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (incl day and night)</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries (e.g. link to History topics)</li> <li>Know the names of and locate at least eight counties and at least six cities in England (e.g., East Riding of Yorkshire, Norfolk, Essex, Merseyside, City of London, Hull, Manchester and Portsmouth)</li> <li>Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world (e.g. link to History topics)</li> <li>Know where the main mountain regions are in the UK (e.g. Pennines and Snowdonia)</li> <li>Know, name &amp; locate the main rivers in the UK (e.g. Thames, Trent and Severn)</li> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn are on a world map</li> <li>Know what is meant by the term 'tropics'</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of a number of European capitals (e.g. link to History topics)</li> <li>Know the names of, and locate, a number of South or North American countries (e.g. link to History topics)</li> </ul>	<ul style="list-style-type: none"> <li>Know about time zones, Greenwich Meridian, Arctic and Antarctic circle and work out differences.</li> </ul>
		Hemisphere, counties, cities and continents.	Tropics, latitude, longitude, Equator, temperate, tropical, tundra and arctic.	Northern Hemisphere, Southern Hemisphere, European, Europe, European Union	,Greenwich Meridian, tropics, latitude, longitude, Equator, Arctic and Antarctic circle
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify the similarities and differences of Hull (UK) and a region of a European country (topic) through the human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Explain the similarities and differences of Hull (UK) and a region of a European country (topic) through the human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the similarities and differences of living in the UK (Hull) and in a region in either North or South America through physical and human features.</li> <li>Reached informed conclusions about jobs/settlement/location/climate/human features.</li> </ul>	<ul style="list-style-type: none"> <li>Critique the similarities and differences of living in the UK (Hull) and in a region in either North or South America through physical and human features.</li> <li>Evaluate the jobs/settlement/location/climate/human features</li> </ul>
		Hull e.g. - city, river, Humber Bridge, port, flat land, climate, island and landscape. European country - tourism - (links to history)	Hull e.g. - city, river, Humber Bridge, port, flat land, climate, island and landscape. European country - tourism - (links to history)	<b>Physical</b> Rainforest, Mountains and Deserts Land-locked countries much larger continent Coastal Beaches Amazon - largest by volume Andes - world's largest mountain range Distance from the equator <b>Human</b> Deforestation tourism trade Palm oil trade Rio - recognise statue - religion Government rule - president Monarch rule Queen	<b>Physical</b> Rainforest Mountains Deserts Land-locked countries much larger continent Coastal Beaches Amazon - largest by volume Andes - world's largest mountain range Distance from the equator <b>Human</b> Deforestation tourism trade Palm oil trade Rio - recognise statue - religion Government rule - president Monarch rule Queen

Geography: Key Stage 2 continued...

	Year 3	Year 4	Year 5	Year 6
<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, incl: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, incl types of settlement and land use, economic activity incl trade links, and the distribution of natural resources incl energy, food, minerals and water</li> </ul>	<p>In Key Stage 2, the following should be covered:</p> <ul style="list-style-type: none"> <li>the impact of earthquakes and volcanoes on the environment</li> <li>the main features of a river</li> <li>locate and name a number of the world's deserts (Sahara, Gobi), longest rivers (Nile, Amazon, Yangtze) and highest mountains (Everest, Kilimanjaro)</li> <li>the features of a water cycle -(link to science)</li> <li>the features of a specific biome and vegetation belts.</li> <li>demonstrate an understanding of rainforests and deforestation</li> <li>industrial areas and ports are important</li> <li>the main human and physical differences between developed and third world countries</li> <li>why most cities are located by a river</li> </ul>			
	<p><i>In Year 3, children should explain, summarise and identify to show their understanding.</i></p>	<p><i>In Year 4, children should explain, summarise and demonstrate their understanding.</i></p>	<p><i>In Year 5, children should justify, apply and evaluate to show their understanding.</i></p>	<p><i>In Year 6, in addition children should begin to critique and hypothesis.</i></p>
	<p>Tectonic plates, Ring of fire, magma, mantel</p>	<p>Source, tributary, meander, delta, estuary, mouth</p>	<p>Rainforest, tundra, temperate, tropical, grassland, forest floor, emergent, canopy</p>	<p>Debt, famine, poverty, affluent, industry, economy</p>
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes, digital mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude</li> <li>Using an Ordnance Survey map 1:50,000;                             <ul style="list-style-type: none"> <li>Explain a range of OS symbols and key</li> <li>Four figure grid references</li> <li>Begin to demonstrate an understanding of the eight points of a compass</li> </ul> </li> <li>Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs)</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn</li> <li>Know how to plan a journey within the UK, using a road map</li> <li>Using an Ordnance Survey map 1:50,000;</li> <li>Explain a range of OS symbols and key</li> <li>Four figure grid references</li> <li>Spot heights</li> <li>Estimate area</li> <li>Begin to demonstrate an understanding of the eight points of a compass</li> <li>Estimate straight line distances using a scale line</li> <li>Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs, flow line)</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) locate countries and capitals from around the world including the northern and southern hemisphere.</li> <li>Using an Ordnance Survey map 1:25,000;</li> <li>Classify a range of OS symbols and key</li> <li>Six figure grid references</li> <li>Estimate height using contour lines</li> <li>Understand the eight points of a compass</li> <li>Calculate straight line distance using a scale line</li> <li>Reach informed conclusions using terrestrial, aerial and satellite photographs (deforestation, decline of Great Barrier Reef, Ice caps melting)</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting, interpreting and evaluating data (pie charts, climate graphs)</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover)</li> <li>Using an Ordnance Survey map 1:25,000;</li> <li>Classify a range of OS symbols and key</li> <li>Six figure grid references</li> <li>Estimate height and slope using contour lines</li> <li>Apply the eight points of a compass</li> <li>Calculate straight line and actual distance using a scale line</li> <li>Reach informed conclusions using terrestrial, aerial and satellite photographs (deforestation, decline of Great Barrier Reef, Ice caps melting)</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs)</li> </ul>
	<p>Weather maps, climate maps, physical, human, OS Maps,</p>	<p>Weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</p>	<p>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</p>	<p>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps</p>