



Prior Learning	Lower Key Stage 2 Year 3 are beginning to/ some/ most Year 4 can do/all	Future Learning	Vocabulary - Subject Specific
<p><u>In Key Stage 1 children have learnt:</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p><u>Use basic geographical vocabulary to refer to:</u></p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p><u>In LKS2 children will:</u></p> <p><u>Cycle A</u></p> <p><u>Autumn- Anglo Saxons and Vikings</u></p> <ul style="list-style-type: none"> Human Geography – types of settlement and land use Locational knowledge – counties and cities of UK. Use of maps and atlases – geographical skills and fieldwork Digital technology – Google Earth <p><u>Spring- Volcanoes</u></p> <ul style="list-style-type: none"> Human and Physical Geography How volcanoes are formed (Mount Vesuvius – link to History) Locational Knowledge – world countries and using maps to focus on Europe (Italy) <p><u>Summer- Romans</u></p> <ul style="list-style-type: none"> Physical Geography – the water cycle. <p><u>Cycle B</u></p> <p><u>Autumn- Ancient Egypt</u></p> <ul style="list-style-type: none"> Human Geography – types of settlement and land use (linked to Egypt) Climate and vegetation Rivers – River Nile <p><u>Spring- Rainforests</u></p> <ul style="list-style-type: none"> Climate and vegetation. Rivers – River Nile Rainforests - Amazon 	<p><u>In UKS2 children will:</u></p> <p><u>Cycle A</u></p> <p><u>Autumn- Africa</u></p> <ul style="list-style-type: none"> Locate Africa on a map and name countries Explore physical/humane features of Africa (North Africa) Western Africa- Name physical and human features (Nigeria) Eastern Africa Look at photograph Central Africa- Look at equatorial climates, natural resources South Africa- different biomes and diversity <p><u>Spring- Victorian Britain and its impact on Wakefield</u></p> <ul style="list-style-type: none"> Look at urbanisation and industrialisation. Locate natural resources Describe how Wakefield changed during the industrial revolution Fieldwork study of Victorian architecture in Wakefield <p><u>Summer- The UK- Past, Present and Future</u></p> <ul style="list-style-type: none"> Revision of the four countries of the UK What are the main sectors in the UK? What are the key geographical features of the UK? What are the key geographical features of Yorkshire? 	<p>Settlement, valley, mountain, community, vegetation, weathering, landscape, weathering, landscape, soil, erosion (within weathering), relief map, peat, port, political map, loam, harbour, cliff, clay, lake, ocean, lake, office, factory, industry, fieldwork, sketch, transport (carry), sketch, diagram, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical, longitude, latitude, environment.</p> <p>Greenhouse, polytunnel, valley, warm, humid, contour, intensive farming, arable farming, market gardening, mixed farming, organic farming, distance, scale, grid reference, satellite, settlement patterns, inland, urban/rural, height, hydroponics, allotment, distribution, import, export, native/indigenous, sustainable, weathering/erosion, natural disaster, ox-bow lake, spring (water), warm, humid, coastal, evaporation, precipitation, condensation, hemisphere, productivity, natural resources, man-made materials, hemisphere, tropical, polar, trade.</p>

<ul style="list-style-type: none"> • 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 • 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 • 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. 	<p style="text-align: center;"><u>Summer- Stone Age</u></p> <ul style="list-style-type: none"> • OS Maps • Geographical skills – Reading 4 figure reference 	<ul style="list-style-type: none"> • How is coastal erosion effecting Yorkshire? • What is the water cycle? • How are rivers formed? Name the rivers of • UK • How are hills and valleys represented on an • OS map. Look at contours • What are mountains? How are they formed? • What is the future for energy in the UK? • What is the future for water, agriculture and waste? 	
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Working geographically – key concepts:

Geographical enquiry	Location knowledge	Place knowledge	Human and physical geography	Geographical and fieldwork
<ul style="list-style-type: none"> • Can they use correct geographical words to describe a place and the events that happen there? • Can they use some basic map symbols? • Can they carry out research, such as a survey, to discover features of a location? • Can they find the same place on a globe, atlas or map? • Can they label the same features on an aerial photograph as on a map? 	<ul style="list-style-type: none"> • Can they identify key features of a locality by using a map? • 	<ul style="list-style-type: none"> • Can they locate the world's countries using maps to focus on Europe, concentrating on key human and physical characteristics, countries and major cities? • Can compare measurements and information between two given places? E.g., temperature, wind speed, rainfall, pollution, population • Can they compare human and physical characteristics? 	<ul style="list-style-type: none"> • Can they locate the world's countries using maps to focus on Europe, concentrating on key human and physical characteristics, countries and major cities? • Can compare measurements and information between two given places? E.g., temperature, wind speed, rainfall, pollution, population • Can they compare human and physical characteristics? 	<ul style="list-style-type: none"> • Can they present their research? E.g., reports, brochures, drama, art?