# SUBJECT

| Geography | | | |
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| **EYFS** | **Year 1** | **Year 2** | **Year 3 (KS2)** |
| **Place-World** | | | |
| | Pupils should develop knowledge about the world, the United Kingdom and their locality. Name and locate the world's seven continents and five oceans | | 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 |
| **KNOWLEDGE** | | | |
| **Knows about similarities and differences in relation to places, objects, materials and living things.** **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<br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **A continent is a large area of land.** The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. | **An ocean is a large sea. There are five oceans on our planet** called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. | **Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.** |
| **SKILLS** | | | |
| Looks closely at similarities, differences, patterns and change in nature. Talks about the features of their own | Name and locate the world's seven continents and five oceans on a world map. | Name and locate seas surrounding the UK, as well as some seas and oceans | Locate countries in Europe (including Russia) on a world map. |

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| immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about changes.<br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | | around the world on a world map or globe | |
| **VOCABULARY** | | | |
| Address<br>Local area<br>House, bungalow, flat etc.<br>Street, town, city, forest, wood, beach – locations<br>Similar, different, change<br>Environment<br>Observation | England, Northern Ireland, Scotland<br>Wales<br>London, Cardiff, Edinburgh, Belfast<br>England, Great Britain, United Kingdom, Europe<br>Country, continent<br>Country names – Brazil, Australia etc.<br>Human and physical features – seas, mountains, rivers, houses, bridges, roads | Equator, North pole, South pole, hemisphere<br>North, South, East and West<br>Cardinal points, compass<br>Ocean - Arctic, Atlantic, Indian, Pacific and Southern Oceans<br>Seas – Black, Red and Caspian Seas | Europe, continent, Russia, Asia, Physical and human characteristics. |
| **Place-UK** | | | |
| | Pupils should develop knowledge about the world, the United Kingdom and their locality.<br>Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom & its surrounding areas<br>Place knowledge: 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 | | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time |

| KNOWLEDGE | | | |
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| **Knows about similarities and differences in relation to places, objects, materials and living things.**<br><br>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<br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | **The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country**.<br>London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. | **The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks.**<br>England is the biggest country in the United Kingdom. | Major cities of the United Kingdom include **London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.** |
| **SKILLS** | | | |
| Looks closely at similarities, differences, patterns and change in nature. Talks about the features of their own immediate environment and how environments might vary from one another.<br>Makes observations of animals and plants and explains why some things occur, and talks about changes<br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. | Identify characteristics of the four countries and major cities of the UK. | Name, locate and describe some major cities in the UK. |
| **VOCABULARY** | | | |
| City, town, village, street, address, Building - house, flat, bungalow, school, shop<br>Farm, road, park, path, beach, sea, lake river, desert, mountain, forest, wood hill countryside. | England, Northern Ireland, Scotland Wales<br>Capital City - London, Cardiff, Edinburgh, Belfast<br>England, Great Britain, United Kingdom | Physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | London, Birmingham, Manchester, Cardiff, Blefast, Newcastle |

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| | Human and physical features – seas, mountains, rivers, houses, bridges, roads<br>Urban, rural<br>Symbols, maps, atlases, Ariel view<br>Seasons, weather | Human features- city, town, village, factory, farm, house, office, port, harbour and shop.<br>Landscape<br>Language, currency | |
| **Location** | | | |
| | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | | 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 (including day and night) |
| **KNOWLEDGE** | | | |
| Knows about similarities and differences in relation to places, objects, materials and living things.<br><br>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<br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | **Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.** The equator is an imaginary line that divides the Earth into two parts: The Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. | **The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.** The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. | **Latitude is the distance north or south** of the equator and **longitude is the distance east or west** of the Prime Meridian. |
| **SKILLS** | | | |
| Talks about the features of their own immediate environment and how environments might vary from one another. | Locate hot and cold areas of the world in relation to the equator. | Locate the equator and the North and South Poles on a world map or globe | Locate significant places using latitude and longitude. |

| VOCABULARY | | | |
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| Autumn, Winter, Spring, Summer<br>Seasons<br>Environment | Continent - Africa, Antarctica, Asia, Australia, Europe, North America and South America.<br>oceans - Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean<br>Hot, cold | As year one plus<br>Climate, temperature<br>Northern hemisphere, southern Hemisphere<br>Arctic, Antarctica<br>Equator | Latitude, longitude, North, South, East, West, Prime Meridian. |
| **Position** | | | |
| | Geographical skills and fieldwork: 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 | | Geographical skills and fieldwork: 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 |
| **KNOWLEDGE** | | | |
| **Uses knowledge from observation and maps.** | **Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.** | **The four cardinal points on a compass are north, south, east and west**. A route is a set of directions that can be used to get from one place to another. | **The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.** |
| **SKILLS** | | | |
| • Uses spatial language, including following and<br>giving directions, using relative terms and | Use simple directional and positional language to give directions, describe the | Use simple compass directions to describe the location of features or a route on a map. | Use the eight points of a compass to locate a |

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| describing what they see from different viewpoints | location of features and discuss where things are in relation to each other. | | geographical feature or place on a map. |
| **VOCABULARY** | | | |
| Forwards, backwards<br>Directional/positional language - left, right, near, next to, behind | Compass<br>Compass points: East, North. South. West<br>Positional language – behind, next to, in front of<br>Directional language – left, right, backwards, forwards, turn, straight ahead | Cardinal points<br>Compass – North, South, East, West<br>Direction, location, route | north, south, east, west, north-east, north-west, south-east and south-west |
| **Maps** | | | |
| | Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 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 |
| **KNOWLEDGE** | | | |
| | **A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map**. A map has symbols to show where things are located. | A map is a picture or drawing of an area of land or sea that can show human and physical features. **Maps use symbols and a key.** A key is the information needed to read a map and a symbol is a picture or | A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom |

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| | | icon used to show a geographical feature. | of a map. The second two numbers are called the northing and are found up both sides of a map. **Four-figure grid references give specific information about locations on a map.** |
| **SKILLS** | | | |
| May enjoy making simple maps of familiar and imaginative environments, with landmarks | Draw or read a simple picture map. | Draw or read a range of simple maps that use symbols and a key. | Use four-figure grid references to describe the location of objects and places on a simple map. |
| **VOCABULARY** | | | |
| Maps<br>Environment- forest, ocean, cave, north/south pole. | Map, atlas, globe<br>Key, map symbols<br>Human/physical features - (see above) | Land, sea<br>Geographical location<br>Plan, scale<br>Directions<br>Ariel view | Grid reference, location |
| **Comparison** | | | |
| | Place knowledge: 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 | | Understand geographical similarities and differences through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North or South America |
| **KNOWLEDGE** | | | |
| Knows that other children do not always enjoy the same things, and is sensitive to this | **Places can be compared by size, amenities, transport, location, weather and climate.** | **A non-European country is a country outside the continent of Europe.** For example, the USA, Africa, Australia and | **Geographical features created by nature are called physical features.** |

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| Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | | Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain. | Physical features include beaches, cliffs and mountains. **Geographical features created by humans are called human features.** Human features include houses, factories and train stations. |
| **SKILLS** | | | |
| Enjoys joining in with family customs and routines<br><br>Talks about past and present events in their own life and in the lives of family members<br><br>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. | Identify the similarities and differences between two places. | Describe and compare the **human and physical** similarities and differences between an area of the UK and a contrasting non-European country. | Classify, compare and contrast **different types of geographical feature**. |
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| Same, different, similar | Similar, different<br>Key features, landmarks<br>size, amenities, location, transport, weather, climate | Comparisons - compare<br>Similarities/differences<br>Weather/climate<br>Population<br>Non-European<br>Housing, settlement<br>Urban, rural | Classify, features, human, physical |
| **Climate and Weather** | | | |

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| | Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to seasons and weather. | | Physical geography: including, climate zone and the water cycle. |
| **KNOWLEDGE** | | | |
| Knows about similarities and differences in relation to places, objects, materials and living things<br><br>**Knows that the environment changes in the way it looks and feels as the seasons change.** | **There are four seasons in the UK: spring, summer, autumn and winter.** Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. | **A weather pattern is a type of weather that is repeated.** | **Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.** |
| **SKILLS** | | | |
| Looks closely at similarities, differences, patterns and change in nature.<br><br>Talks about the features of their own immediate environment and how environments might vary from one another<br><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br><br>Makes observations of animals and plants and explains why some things occur, and talks about changes | Identify patterns in daily and seasonal weather. | Describe simple weather patterns of hot and cold places. | Explain how the weather affects the use of urban and rural environments. |

| VOCABULARY | | | |
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| Hot, cold, wet, dry, clear, misty. | Seasons – Spring, Summer, Autumn, Winter<br>Weather –rain, hail, snow, fog, mist etc. | Weather patterns | Rural, urban, tropical, cyclones, blizzards, tornadoes. |
| **Physical Processes** | | | |
| | Identify seasonal and daily weather patterns | | Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |
| **KNOWLEDGE** | | | |
| Knows about similarities and differences in relation to places, objects, materials and living things<br><br>**Knows that the environment changes in the way it looks and feels as the seasons change.** | **Weather is a physical process.** | **Erosion is a physical process that involves the weathering and movement of natural materials**, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. | **Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other.** The centre of an earthquake is called the epicentre. |
| **SKILLS** | | | |
| Looks closely at similarities, differences, patterns and change in nature.<br><br>Talks about the features of their own immediate environment and how environments might vary from one another | Describe in simple terms how a physical process has affected an area, place or human activity. | Describe, in simple terms, the effects of erosion. | Explain the physical processes that cause earthquakes and volcanic eruptions. |

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| Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br><br>Makes observations of animals and plants and explains why some things occur, and talks about changes | | | |
| **VOCABULARY** | | | |
| Hot, cold, wet, dry, rainy, snowy, windy etc.<br>Spring, Summer, Autumn, Winter | Temperature, thermometer, degrees<br>Seasons, seasonal changes | Climate<br>Weather patterns<br>Measure, observe, record<br>Graph, measure, information, record, data. | Volcanic, eruption, tectonic, earthquake |
| **Physical Processes**<br>**Nature** | | | |
| | Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley vegetation, season and weather | | Describe and understand key aspects of Physical geography, including, climate zones, biomes and vegetation belts, |
| **KNOWLEDGE** | | | |
| Knows about similarities and differences in relation to places, objects, materials and living things.<br><br>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge | **Physical features are naturally-created features of the Earth.** | **A physical feature is one that forms naturally, and can change over time due to weather and other forces.** | **A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.** They are usually found at meeting points of the Earth's tectonic |

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| from stories, nonfiction texts and – when appropriate – maps. | | | plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. |
| **SKILLS** | | | |
| Talks about the features of their own immediate environment and how environments might vary from one another. | Use basic geographical vocabulary to identify and describe physical features. | Describe **the size, location and position** of a physical feature. | Describe the parts of a volcano or earthquake.<br><br>Name and describe properties of the Earth's four layers. |
| **VOCABULARY** | | | |
| Same, different, similar<br>Compare | Physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley vegetation, season and weather.<br>Weather vocab – mist, fog, rain, hail, snow, ice etc. | As year one<br><br>Erosion, weathering, natural materials - sand, rock, soil.<br>Waves, floods, rivers, rainfall. | Volcano, erupt, magma, ash, lava, layer, crust, mantle, inner core, outer core. |
| **Environment** | | | |
| | Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of the surrounding environment | | Describe and understand key aspects of Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and |

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| | | | earthquakes, and the water cycle |
| **KNOWLEDGE** | | | |
| Knows about similarities and differences in relation to places, objects, materials and living things | **Litter and pollution have a harmful effect on the areas where we live, work and play**.<br><br>Know how to use be safe when completing fieldwork- not touching anythng that they have not been asked to touch, assessing risk. | **The local environment can be improved by picking up litter, planting flowers and improving amenities**.<br><br>Know how to use be safe when completing fieldwork- not touching anythng that they have not been asked to touch, assessing risk. | **The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.** |
| **SKILLS** | | | |
| Explore the natural world around them, making observations and drawing pictures of animals and plants. | Describe how pollution and litter affect the local environment and school grounds. | Describe ways to improve the local environment | Identify the five major climate zones on Earth**.** |
| **VOCABULARY** | | | |
| Plants, flowers, trees<br>Animals, mini-beasts, birds<br>Wild, tame | Pollution, litter<br>Reduce, reuse, recycle<br>Fieldwork, observation | Environment<br>Improvement/enhancement | desert, equatorial, polar, temperate and tropical**.** |
| **Human features and landmarks** | | | |
| | Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | 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 |
| **KNOWLEDGE** | | | |

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| Knows about similarities and differences in relation to places, objects, materials and living things | **Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops**. Landmarks and monuments are features of a landscape, city or town that are easily seen and from a distance. They also help someone to establish and describe a location. | Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. **People use human features in different ways.** For example, an airport can be used for work or leisure and can be used for industry or travel. | **Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.** |
| **SKILLS** | | | |
| Talks about the features of their own immediate environment and how environments might vary from one another | Name and describe the purpose of human features and landmarks. | Use geographical vocabulary to describe how and why people use a range of human features. | Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. |
| **VOCABULARY** | | | |
| Town, city, country.<br>Buildings - shop, school, church, house etc. | Landmarks, monument<br>Man – made<br>Landscape, city, town<br>Human features - factories, farms, houses, offices, ports, harbours and shops etc. | Castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads<br>Work, leisure, industry, travel. | Building, monument, human, purpose, reason, location. |
| **Settlements** | | | |
| | Use basic vocabulary to refer to: Key human features including, city, town, village, factory, farm, house, office, port, harbour and shop. | | Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| **KNOWLEDGE** | | | |

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| | **A settlement is a place where people live and work** and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. | **Industries are businesses that make things, sell things and help people live their everyday lives**. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these | **Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas.** A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. |
| **SKILLS** | | | |
| Talks about the features of their own immediate environment and how environments might vary from one another | Identify the characteristics of a settlement. | Describe the size, location and function of a local industry. | Describe the type and characteristics of settlement or land use in an area or region**.** |
| **VOCABULARY** | | | |
| | Settlement<br>Village, town, city<br>Urban/rural<br>Human/physical features | Location, function, industry<br>Land use - recreational, transport, agricultural, residential and commercial | Rural, urban, town city, hamlet, suburban |
| **Geographical Resources** | | | |
| | 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| **KNOWLEDGE** | | | |
| | **An aerial photograph or plan perspective shows an area of land from above.** | **An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).** | **Maps, globes and digital mapping tools can help to locate and describe** |

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| | | | **significant geographical features.** |
| **SKILLS** | | | |
| • | Identify features and landmarks on an aerial photograph or plan perspective. | Study aerial photographs to describe the features and characteristics of an area of land. | Analyse maps, atlases and globes, including digital mapping**,** to locate countries and describe features studied. |
| **VOCABULARY** | | | |
| | Ariel photo/birds eye view<br>Photographs, maps, plans | Ariel view– vertical, oblique | Globe, digital mapping, locate, features |
| **Fieldwork** | | | |
| | 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. | | 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 |
| **KNOWLEDGE** | | | |
| Describe their immediate environment using knowledge from observation, discussion, stories,<br><br>Know how to use be safe when completing fieldwork- not touching anythng that they have not been asked to touch, assessing risk and staying with s trusted adult. | **Fieldwork includes going out in the environment** to look, ask questions, take photographs, take measurements and collect samples.<br><br>Know how to use be safe when completing fieldwork- not touching anythng that they have not been asked to touch, assessing risk and staying with s trusted adult. | **Fieldwork can help to answer questions about the local environment** and can include observing or measuring, identifying or classifying and recording.<br><br>Know how to use be safe when completing fieldwork- not touching anythng that they have not been asked to touch, assessing risk and staying with s trusted adult. | **The term geographical evidence relates to facts, information and numerical data.** |

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| **SKILLS** | | | |
| Explore the natural world around them, making observations and drawing pictures of animals and plants. | Carry out fieldwork tasks to identify characteristics of the school grounds or locality. | Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. | Gather evidence to answer a geographical question or enquiry. |
| **VOCABULARY** | | | |
| | Fieldwork - questions, photographs, measurements and samples | Fieldwork- observing, measuring, identifying, classifying and recording. | Evidence, enquiry |
| **Natural and Man Made materials** | | | |
| | : Use basic geographical vocabulary to refer to Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | | Describe and understand key aspects of: Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |
| **KNOWLEDGE** | | | |
| | **A material is something used to build or make something else.** Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties. | **Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete).** Natural and man-made materials are used to make human features. | **There are three main types of rock found in the Earth's crust.** They are sedimentary, igneous and metamorphic. |
| **SKILLS** | | | |

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| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br><br>Share their creations, explaining the process they have used | Identify natural and man-made materials in the environment. | Describe the properties of natural and man-made materials and where they are found in the environment. | Name and describe the types, appearance and properties of rocks. |
| **VOCABULARY** | | | |
| Construct, join, assemble, make, create<br>Join, fix, measure | Natural, manmade<br>Materials –wood, metal, paper, plastic, brick etc. | As year 1<br>Properties | Sedimentary, igneous, metamorphic |
| **Significant Places** | | | |
| | : 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. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour or shop | | 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 Human and Physical geography Describe and understand key aspects of: • Physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |
| **KNOWLEDGE** | | | |

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| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | **A place can be important because of its location, buildings, landscape, community, culture and history.** Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. | **A significant place is a location that is important to a community or society.** Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. | Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America. **The Ring of Fire runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge.** Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. |
| **SKILLS** | | | |
| Talks about the features of their own immediate environment and how environments might vary from one another | Name important buildings and places and explain their importance. | Name, locate and explain the significance of a place. | Name and locate significant volcanoes and plate boundaries and explain why they are important. |
| **VOCABULARY** | | | |
| | Landmarks, monuments<br>Location, buildings, landscape, community, culture and history<br>Significant buildings – places of worship, museum, library etc. | Significant<br>Cultural, religious, historic<br>Community, society<br>Specific locations e.g. The Great Barrier Reef. | Ring of fire, crust, volcano, earthquake |
| **Geographical Change** | | | |

| | | | |
|---|---|---|---|
| | 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. | | Physical geography, including: vegetation belts, rivers, mountains, volcanoes and earthquakes… 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 |
| **KNOWLEDGE** | | | |
| Knows some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Geographical features can change over time.** | **An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.** | **Significant geographical activity includes earthquakes and volcanic eruptions**. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage. |
| **SKILLS** | | | |
| looks closely at similarities, differences, patterns and change in nature | Describe how a place or geographical feature has changed over time. | Describe how an environment has or might change over time. | Describe how a **s**ignificant geographical activity has changed a landscap**e** in the short or long term. |
| **VOCABULARY** | | | |
| Changes in matter – cooking, melting, growing, drying etc.<br>Patterns, change | Place, location, change<br>Similar/different | Change<br>Environment<br>Erosion, housebuilding | Natural disaster, damage |

| | | | |
|---|---|---|---|
| Similar/different | | | |