

# Geography Overview: Knowledge and Vocabulary from EYFS to Key Stage 2

Class	Topic	Knowledge	Vocabulary
Nursery	Marvellous Me! Into the Woods	<ul style="list-style-type: none"> <li>Talk about what they see, beginning to use a wider vocabulary</li> <li>Begin to understand the need to respect and care for the natural environment</li> </ul>	Autumn, day, dark, light, Winter, night, season
	Everyday Heroes: Real Life Superheroes May the Force be with you!	<ul style="list-style-type: none"> <li>Talk about what they see, beginning to use a wider vocabulary</li> <li>Begin to know that there are different countries in the world</li> </ul>	Same, different, similar
	Stretch and Grow Ship Ahoy!	<ul style="list-style-type: none"> <li>Talk about what they see, beginning to use a wider vocabulary</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	Pond, garden, woodland, seaside, habitat, wild, wildlife
	Reception	Family, Festivals and Food We're not scared	<ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them</li> <li>Observe / talk about changing seasons</li> </ul>
Pole-to-Pole: Our world far and wide Creep, Crawl, Wriggle		<ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe in more detail what they see, hear and feel whilst</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	wind, sea, beach, soil, summer, winter, autumn, spring, seasons, natural, manmade
How does your garden grow? Are we nearly there yet?		<ul style="list-style-type: none"> <li>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</li> </ul>	Country, Wales, Scotland, Northern Ireland, narrow, wide, behind, near, far, above, under, journey, map, globe, Earth
Year 1	What do I notice about the weather?	<ul style="list-style-type: none"> <li>Name and locate the 4 countries that make up the United Kingdom and locate on a map</li> <li>Name the capital cities for the countries of the UK</li> <li>Name the three seas that surround the UK (Irish Sea, North Sea, English Channel)</li> <li>Recognise the flags of the 4 countries of the UK</li> </ul>	hail, fog, weather, season, Spring, Summer, Autumn, Winter, Irish Sea, North Sea, English Channel, Wales,

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		<ul style="list-style-type: none"> <li>Identify the seasons and explain how the weather changes with each season</li> <li>Explain what people might wear at different times of the year</li> <li>Begin to observe and describe the physical features of the UK locations studied</li> </ul>	Scotland, England, Northern Ireland, United Kingdom, Edinburgh, Cardiff, London, Belfast
	What is special about safari?	<ul style="list-style-type: none"> <li>Begin to understand the term 'equator,' where it's located and its impact on the Earth's climate</li> <li>Identify and point out the equator on a map</li> <li>Explain the main features of a hot and cold place</li> </ul>	local, distant, atlas, plan, symbol, key, ocean, hill, river, coast, forest, glacier, mountain, desert
	Why do people choose to live and work in Manchester?	<ul style="list-style-type: none"> <li>Recognise and talk about the key features and places in the local environment – school and home- using simple geographical vocabulary (eg, school, house, flat, terraced house, field, trees, hill, park)</li> <li>Explain what makes our town special – Eccles rugby, Bridgewater Canal, mills, Patricroft railway station.</li> <li>Recognise and talk about the people in the local environment</li> <li>Describe the jobs people do in our town</li> </ul>	London, Cardiff, Edinburgh, Belfast, Manchester, Eccles, Irish Sea, North Sea, English Channel, Equator, bungalow, megacity, sparse, village, town, terraced, semi-detached, railway, canal, mill
Year 2	Where do I live?	<ul style="list-style-type: none"> <li>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</li> </ul>	Continent, Asia, Africa, Europe, Australia, North America, South America, Antarctica, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Polar, North Pole, South Pole, Physical Geography, Human Geography
	What is life like in the arctic?	<ul style="list-style-type: none"> <li>Locating some hot and cold areas of the world on a world map.</li> <li>Describing what physical features may occur in a hot place in comparison to a cold place.</li> <li>Locating the Equator and North and South Poles on a world map.</li> <li>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> </ul>	location, left, right, North, East, South, West, compass, distance, travel, route, aerial view
	If you lived at the seaside, what would you see?	<ul style="list-style-type: none"> <li>Know that coasts (and other physical features) change over time.</li> <li>Describing the key human features of a coastal town using subject specific vocabulary.</li> <li>Know that a sea is a body of water that is smaller than an ocean.</li> </ul>	settlement, junction, port, harbour, pier, seas, oceans, coast, coastline, cliffs

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Year 3	Where in the world is Madagascar?	<ul style="list-style-type: none"> <li>• Locate, describe and begin to understand key aspects of physical geography</li> <li>• Name the seven continents and five oceans of the world and locate them on a map</li> <li>• Begin to identify the terms longitude, latitude, southern and northern hemisphere and begin to locate countries in relation to them</li> <li>• Name and locate the southern and northern hemisphere and the Arctic and Antarctic circle and describe their relation to the equator</li> </ul>	atlas, North West, North East, South West, South East, landmark, Ordnance survey, map, Satellite map, diagram, counties, Northern hemisphere, Southern hemisphere, Arctic Circle, Antarctic Circle, latitude, longitude
	What are the similarities and differences between the world's deserts?	<ul style="list-style-type: none"> <li>• Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</li> <li>• Explaining how humans have used desert environments.</li> </ul>	climate zones, arid, drought, biomes, equatorial, tropical, hot desert, temperate, polar
	Why are rivers important?	<ul style="list-style-type: none"> <li>• Name some counties (Lancashire, Greater Manchester, Derbyshire and Cheshire) of England</li> <li>• Begin to name and locate some cities of the UK on a map (London, Manchester, Newcastle, and Birmingham)</li> <li>• Begin to locate and identify world-famous rivers (e.g, River Thames, River Nile, Amazon River etc.)</li> <li>• Rivers/ Water cycles:</li> <li>• Identify what a water cycle is; Identify the main features of water cycles; identify what a river is and their main features; explain how water cycles and how rivers work; discuss how rivers have been used over time; explain why water is such a valuable commodity; study water pollution/plastic pollution in rivers and seas/oceans</li> </ul>	lake, ox-bow lake, sea level, meadow, waterfall, swamp, source, mouth, meander, tributary, delta, flood plain, landscape, ground water, spring water, water cycle, precipitation, condensation, evaporation
Year 4	Why are natural resources important to us?	<ul style="list-style-type: none"> <li>• Begin to explore the use, trade and distribution of natural resources inc. energy, food, water, minerals</li> <li>• Ask and respond to questions and offer their own ideas</li> <li>• Collect and record evidence</li> </ul>	man-made materials, pollution/pollutant, power station, national grid, nuclear fuel, wind turbine, solar panels, recycling, meteorologist
	Why do people live near volcanoes? (Kapow Trial)	<ul style="list-style-type: none"> <li>• To know the negative effects of living near a volcano.</li> <li>• To know the positive effects of living near a volcano.</li> <li>• To know the negative effects an earthquake can have on a community.</li> <li>• To know ways in which communities respond to earthquakes.</li> </ul>	regions, Tropic of Cancer, Tropic of Capricorn, canyon, volcano, active, extinct, composition volcano, cylinder

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		<ul style="list-style-type: none"> <li>To know the different types of mountains and volcanoes and how they are formed.</li> <li>To know that an earthquake is the intense shaking of the ground.</li> </ul>	cone volcano, shield volcano, crater, geothermal electricity, geological, earthquake, magma, tectonic plates, peat, tropical, conduit, terrain/subterranean, vegetation belt, loam
	Where does our food come from?	<ul style="list-style-type: none"> <li>Identify and describe trade links in more detail; look at trade links from around the world in relation to a few key items – chocolate, coffee energy and other key exported items</li> <li>Understand the term fair trade and the impact on local lives, articulating its advantages and disadvantages</li> <li>Study fair trade and the impact on local lives</li> </ul>	industry, fair-trade, organic farming, intensive farming, mixed farming, arable farming, agriculture, non/sustainable, deforestation, import, export, food miles, emissions, manufacture, trade
Year 5	Why do people destroy rainforests?	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and topographical features studied</li> <li>Lines of latitude: including names and their relation to climate and weather</li> <li>Recognise continents and countries from the shape of the land and place on a blank map</li> <li>Understand and begin to identify where the Tropics of Cancer and Capricorn are</li> </ul>	Conservation, indigenous, native, botanist, biotic, abiotic, soil composition, monsoon, temperate, ecosystem, emergent layer, canopy, Amazonian, understory, forest floor, weathering, erosion, conservation, biodiversity, time zone
	Where in the world is Mexico?	<ul style="list-style-type: none"> <li>Identify the features of human settlements and how they have changed over time</li> <li>Compare and contrast the human features of England to a European and N./S. American country</li> </ul>	4-point grid reference, contour lines, topography map, spatial
	How does life on the coast differ from life in urban areas?	<ul style="list-style-type: none"> <li>Build on knowledge of key human features of the UK and other countries inc. landmarks, buildings etc. and use them with increasing confidence</li> <li>Identify the features of human settlements and how they have changed over time</li> <li>Compare and contrast the features of an urban, suburban, rural and coastal area and begin to offer reasons for the differences</li> <li>Compare the changes in lands across the UK particularly over time</li> </ul>	Arch, bay, coast, mudflat, pier, cliff, coastline, island, sand dunes, stack

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Year 6	How extreme is our earth?	<ul style="list-style-type: none"> <li>Recognising geographical issues affecting people in different places and environments</li> <li>Describing and understanding the key aspects of the six biomes.</li> <li>Describing and understanding the key aspects of the six climate zones.</li> <li>Understanding some of the impacts and causes of climate change.</li> </ul>	Tsunami, tornado, relief gradient, Richter scale, Fujita scale, 6-point grid reference
	Why does population change? ( <b>Kapow Trial</b> )	<ul style="list-style-type: none"> <li>Suggesting reasons why the global population has grown significantly in the last 70 years</li> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>To know a line graph can represent variables over time.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> </ul>	densely populated, sparsely populated, population density, population distribution, birth rate, death rate, natural increase, migration, refugee, push factors, pull factors, voluntary, involuntary, air pollution, noise pollution
	If you weren't in Year 6, where would you go?	<ul style="list-style-type: none"> <li>To know migration is the movement of people from one country to another.</li> <li>Describing the 'push' and 'pull' factors that people may consider when migrating</li> </ul>	Prime/Greenwich Meridian, migrate, economy, primary sector, secondary sector, tertiary sector