



# Geography at Lytham CE – Progression of Knowledge and Vocabulary

## Geography Giants

	Land	Water	People	Climate	Sustainability	
<b>Nursery</b>	<b>Understanding the World</b> 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 world and talk about the differences they have experienced or seen in photos.					
<b>Reception</b>	<b>Understanding the World</b> 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 from the one in which they live.					
<b>Early Learning Goals</b>	<b>Understanding The World</b>	<b>People, Culture and Communities</b>		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.		
		<b>The Natural World</b>		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.		
<b>National Curriculum</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Locational Knowledge</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Name and locate a geographical region (NW England) and its identifying physical characteristics (Fylde Coast – sand dunes). Name and locate key topographical features, including coasts and rivers. Name and locate land use patterns. Understand how some of these aspects have changed over time.	Name and locate the geographical regions of the United Kingdom, 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.	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.	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. Name and locate cities of the United Kingdom, geographical regions

			<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on key human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>	<p>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</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>and their identifying human characteristics; and understand how some of these aspects have changed over time.</p>
Place Knowledge		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lytham St Annes, UK), and of a small area in a contrasting non-European country (Port Douglas, Australia).</p>		<p>Understand geographical similarities and differences through a study of human and physical geography of a region of the United Kingdom (Lake District), Europe (Ile de France) and a region within North America (Great Basin) or South America (Atacama Desert).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (the Amazon Basin).</p>	
Human & Physical Geography	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-Key physical features, including: beach, cliff, coast, forest, sea, ocean, river and estuary, hill, mountain, season, weather.</li> <li>-Key human features, including: town, city, village, farm, house, office and shop.</li> </ul>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-Key physical features, including: beach, coast, forest, hill, sea, ocean, river (additional: green, sand dunes, estuary), season, weather.</li> <li>-Key human features, including: city, town, village, farm, house, office, shop, port, harbour.</li> </ul>	<p>Human geography, including types of settlement and land use, economic activity, and how this has changed over time.</p> <p>Physical geography, including rivers and the water cycle (intro to the Ribble Estuary, which will be revisited and consolidated in Y4 &amp; Y5).</p>	<p>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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones,</p>	<p>Describe and understand key aspects of rivers.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</li> <li>- human geography, including: types of settlement and land use, economic activity</li> </ul>	<p>Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, biomes and vegetation belts, volcanoes, earthquakes and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: economic activity.</p>

	Identify seasonal and daily weather patterns in the United Kingdom.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		biomes and vegetation belts.	including trade links, and the distribution of natural resources including energy, food, minerals and water.	
<b>Mapwork</b>	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 (messy mapping). Use world maps, atlases and globes to identify the United Kingdom and its countries.	Use world maps, atlases and globes to identify the United Kingdom and its countries, and Europe and Oceania. 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 (sketch maps); and use and construct basic symbols in a key.	Use the 8 points of a compass, symbols and keys to build their knowledge of the UK. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.	Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.
<b>Fieldwork</b>	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 simple fieldwork and observational skills to study the key human and physical features of [the school's] 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.	Use fieldwork to measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.	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.	Use fieldwork to measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.
<b>Type of Fieldwork</b>	Central London live feed	Lytham walk Australian penpal	Beach School	What types of agriculture are there in the North West region?	Ribblehead Viaduct live feed Ribble Estuary investigation	Local Fair Trade investigation Food Miles data collection

				How are minerals distributed around the North West?		
<b>Migration</b>	What does migration mean?	Why did people used to travel to Lytham and the Fylde Coast? What impact did this have on the local population?	Why do people travel to the Fylde Coast now? Where and why do some people settle? What is the local population like now?	Who lives in Ile de France and why do so many people move here?	Why do people choose to live near water?  Why do people choose to migrate from water?	What does immigration mean? What are the range of reasons that people choose to migrate? Is it always a choice? What is the economic impact of migration?
<b>Climate Change</b>	How is our weather changing?	Why is our planet getting so warm? What does this look like?	How is Climate Change impacting upon the population of megacities?	What impact is climate having on farming in the North West?  How is the world's climate changing, and what impact is this having on the Earth's geography?  Focus: desertification	What are the risks of living near the River Ribble, and what is being done about it?	What impact is Climate Change having on migration?  What impact is the changing climate having on the frequency of volcanic eruptions?
<b>Sustainability</b>	Is my school sustainable? What can I do to help? (focus – food waste)	Is my town sustainable? What can I do to help? (focus – litter / recycling)	How can megacities become more sustainable?	What is Ile de France doing to become more sustainable?	Why is the Amazon Rainforest globally significant?  How can we conserve water?	Fair Trade  Food miles  Water conservation
<b>Vocabulary Autumn</b>	map route direction directional language: left, right, forward, backwards, straight ahead, turn positional language: behind, next to, in front of Ph: beach, coast, forest, sea, river and estuary. Hu: town, village, farm, house, office and shop.	Lytham, Lytham St Annes, Fylde Coast, North, England, United Kingdom (UK), Europe Island, landlocked, coastal  Simple compass directions – North, South, East, West directional language: left, right, forward, backwards, straight ahead, turn positional language: behind, next to/beside, in front of  Ph: beach, coast, forest, hill, sea, ocean, river (additional relevant vocabulary:	Ph: River Ribble, Ribble Estuary, Irish Sea, Fylde Coast, coast, beach (sand, shingle, pebble), sand dunes  Hu: settlement, hamlet, village, town, city (introduce megacity), port, resort, market town, transport, tourism / tourist, coastal defences.	Lake District, Cumbria, Lancashire, region, county, 4-figure grid reference, contour lines.  Ph: mountain, valley, erosion, tectonic plates, gradient, height, flat, steep, minerals.  Hu: region, county, map, economy, agriculture.	Four-figure grid reference, co-ordinates, key, Yorkshire, Lancashire.  Ph: river, upper course, middle course, lower course, source, mouth, meander, tributary, estuary, oxbow lake, erosion, transportation, deposition, flooding, floodplain, sand dunes.  Hu: settlement, flood defences, sea wall.	Ph: climate migration, draught, flood, desertification, extreme heat, coast, terrain  Hu: migrant, migration, push and pull factors, economic migration, asylum, asylum seeker, empathy.

		green, sand dunes, estuary). Hu - city, town, village, farm, house, office and shop.				
Vocabulary Spring	<p>United Kingdom: England, Northern Ireland, Scotland, Wales, <i>(include Republic of Ireland as a teaching point that this is part of the British Isles but not the UK)</i></p> <p>capital city: London, Belfast, Edinburgh, Cardiff</p> <p>surrounding seas: Irish Sea, English Channel, Atlantic Ocean</p> <p>settlement, capital city, city, government</p> <p>human feature, physical feature</p>	<p>Port Douglas, Australia, Oceania, port, harbour, rainforest, desert, reef, Great Barrier Reef, rainforest, Daintree</p> <p>Rainforest, beach, resort, population, tourism.</p> <p>Revisited language for comparison: Lytham, Lytham St Annes, Fylde Coast, North, England, United Kingdom (UK), Europe</p>	<p>city, megacity, urban, population, skyscrapers, congestion, pollution, tourism, suburbs, birth rate, death rate</p> <p>lines of latitude, Equator, Tropic of Cancer, Tropic of Capricorn, climate, precipitation, Northern Hemisphere, Southern Hemisphere</p> <p>birth rate, mortality rate</p> <p>Sao Paulo, Brazil, ancestors, migration, pull factors, trade, tourism, diverse, ethnic groups</p> <p>Dhaka, Bangladesh, migration, climate migrant, Climate Change, push factors, sanitation, poverty</p> <p>sustainable, sustainability</p>	<p>biome, desert, Tropic of Cancer, Tropic of Capricorn, Equator, temperature, precipitation (rainfall), lines of latitude, arid (dry), Atacama Desert, Great Basin Desert, vegetation belt, desertification</p>	<p>Amazon Basin, River Amazon, Amazon Rainforest, river, tributary, rapids, swamp, high ground, precipitation, temperature, climate</p> <p>Bolivia, Brazil, Colombia, Ecuador, French Guiana <i>(overseas territory)</i>, Guyana, Peru, Suriname, Venezuela, , Andes Mountains (source), Atlantic Ocean (mouth); continent – South America</p>	<p>mountain, mountain range, summit, slopes, face, sides, ridge, valley, mountain, volcano, dormant, height, sea-level, horizontal, vertical, latitude, longitude, Equator, Prime Meridian, North Pole, South Pole, tectonic plates, adjacent, collide, force/ pressure, fault lines, fold mountains, chimney, throat, ash cloud, gas, molten rock, crater, main vent, secondary vent, lava flow, volcanic bomb, magma chamber, fumarole</p>