



Geography knowledge and skills map

**Investigate places:** this concept involves understanding the geographical location of places and their physical and human features.

**Investigate patterns:** this concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

**Communicate geographically:** this concept involves understanding geographical representations, vocabulary and techniques.

**Investigate places**

Nursery	<p><b>Continuous provision:</b>            Use all their senses in hands on exploration of natural materials.            Explore collections of materials with similar and/or different properties.            Know that there are different countries in the world.            Identify their country of birth or family origins on a map.            Explore their learning environment and the changes to the provision.</p> <p>Show an understanding of seasonal changes by gathering natural materials that link to the four seasons.            Talk about what they see during the four seasons whilst outside.            Know that they live in England, it is part of the United Kingdom and it is a country.            Know that there are different countries in the world and families are from different places and countries.            Know that Diwali is celebrated in India and that the Lunar New Year is celebrated in China.            Name simple features in school and outside school that are familiar to them – <i>school, road, playground, car, house, park</i> and talk about where school is (<i>Rugby, England</i>)            Identify how to travel to different countries in the world and different places in the United Kingdom - <i>car, train, plane, boat.</i></p>
Reception	<p><b>Continuous provision:</b>            Make sense of the world through describing what they see, hear and feel whilst outside.</p>

	<p>Identifying human and physical features found within the school grounds and classroom environment – <i>natural and man-made</i>.</p> <p>Small world farms and animals around the world.</p> <p>Collect and make observations using senses – <i>sight, hear, touch</i> - about how the outside changes during the four different seasons.</p> <p>Create own drawings and paintings to represent school trees outside during the four seasons using observations – <i>leaf, branch, bud, flower</i>.</p> <p>Describe the world around them whilst on a farm visit, making observations whilst describing what they see, hear and feel whilst outside.</p> <p>Know where they live – <i>Newbold, Rugby, Warwickshire, England</i> – and explore key features of where they live using google maps.</p> <p>Use knowledge of where they live to create own picture of their house and who lives with them.</p> <p>Name features in the local area that are familiar to them – <i>co-op, chippy, traffic lights, park, pub, Tescos</i></p> <p>Know the location of features in our school grounds.</p> <p>Use an aerial map of the school grounds to locate different features.</p> <p>Fieldwork: What type of vehicle comes past our school? Tally chart answers.</p> <p>Name features in their local area that are familiar to them – <i>co-op, fish and chip shop, traffic lights, park, pub, Tesco</i></p> <p>Name different types of shops in Rugby and use this knowledge to create own town.</p> <p>Know that our local river is the River Avon and it goes through Newbold-on-Avon.</p> <p>Use Google maps and Google Earth to explore the River Avon in our local area.</p> <p>Know the name of fruit and vegetables grown in the school grounds during the different seasons.</p> <p>Know the name of some fruit and vegetables which are grown in England and Africa.</p>
Year 1	<p>Ask geographical questions about different locations in the UK - <i>What is this place like? What or who will I see in this place? What do people do in this place?</i></p> <p>Use an aerial map to find human and physical features in Newbold.</p> <p>Use simple fieldwork skills to identify human and physical features in Newbold.</p> <p>Name and locate the four countries of the United Kingdom, their capital cities and surrounding seas.</p> <p>Use a satellite map to identify human and physical features in Rugby and London.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Answer questions about the world's 7 continents and 5 oceans.</p>

	Use fieldwork observations to locate human and physical features in Hunstanton.
Year 2	<p>Ask and answer geographical questions about Australia – <i>using a globe, atlas and photographs</i></p> <p>Use satellite maps to name and locate human and physical features in Rugby, Alice Springs and Sydney.</p> <p>Use fieldwork skills to answer: Do children in Australia play the same sports as us?</p> <p>Name and locate the continents and oceans of the world using an atlas.</p> <p>Use a globe and an atlas to locate the equator, North Pole and South Pole.</p>
Year 3	<p>Use a modern day and historical tectonic plate map.</p> <p>Use a world map to locate volcanoes around the world.</p> <p>Use an atlas and online sources to create a fact file about prominent volcanoes in Greece.</p> <p>Create a sketch map to show how tectonic plates have changed over time.</p> <p>Use Google Earth to view different mountain ranges around the world.</p> <p>Use an atlas to locate mountain range around the world, using 4-figure grid references from the index.</p> <p>Use contour and ordnance survey maps to show how mountains are represented.</p> <p>Use a world map to name and locate the countries of Europe.</p> <p>Use a map to locate major cities of Greece.</p> <p>Use a range of maps to identify physical features and decide whether they would be suitable for an Iron Age settlement.</p>
Year 4	<p>Name and locate the countries of Europe, Asia and Africa using an atlas and record on a world map.</p> <p>Use a range of maps – <i>maps, atlases, globes, digital mapping</i> - to locate Egypt and provide own opinion on using each map.</p> <p>Explain own views, giving reasons, about the human and physical features of Rugby.</p> <p>Use a range of maps – <i>maps, atlases, globes, digital mapping</i> - to locate human and physical features in Rugby.</p> <p>Use fieldwork skills to answer an enquiry question and decide which new shop would be suitable at Elliot's Field, Rugby.</p> <p>Ask and answer geographical questions about the human and physical features of Rugby.</p> <p>Create sketch map to show the human and physical features at Elliot's Field, Rugby.</p> <p>Create a bar graph to show the types of shops that are located Elliot's Field, Rugby.</p>
Year 5	<p>Name and locate the countries and cities of North America using a range of maps.</p> <p>Name and locate the countries and cities of South America using a range of maps.</p> <p>Use a range of resources – <i>maps, atlases, globes, digital mapping and internet sources</i> - to find out information about Brazil.</p> <p>Complete fieldwork to find out about the sources of water in Newbold.</p>

	<p>Name and locate the main rivers in the United Kingdom on a map.</p> <p>Use a map and atlas to locate and describe rivers around the world.</p> <p>Use a range of maps to describe the Amazon River.</p> <p>Use climate maps, tables and bar graphs to compare climate data.</p>
Year 6	<p>Locate cities in Russia using a range of maps – <i>digital maps, atlases, maps</i>.</p> <p>Identify cities in Russia using the longitude and latitude references.</p> <p>Use world maps to find out the route of Tudor expeditions.</p> <p>Name and locate counties of England.</p> <p>Name and locate counties of Scotland and Wales.</p> <p>Use a range of geographical resources to give detailed descriptions about Borneo.</p>
<b>Investigate patterns</b>	
Nursery	<p><b>Continuous provision:</b></p> <p>Talk about weather during the day using key vocabulary – <i>rain, sun, windy, hot, cold, frosty</i></p>
	<p>Talk about homes that are found around the world.</p> <p>Talk about the weather during the season of autumn, winter, spring and summer</p>
Reception	<p><b>Continuous provision:</b></p> <p>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.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Know some differences and similarities between places they have been on holiday and Rugby.</p>
	<p>Compare animals which are native to England and Africa.</p> <p>Use class texts – Handa's Surprise and non-fiction texts – to contrast Africa to the world around them.</p> <p>Create different habitats from around the world using a range of man made and natural materials.</p> <p>Know that the King of England lives in Buckingham Palace.</p> <p>Know that Buckingham Palace is in London, England.</p> <p>Compare Buckingham Palace to their own house/home.</p>
Year 1	<p>Compare the features found in different locations – <i>city, town, coast, rural area, village</i></p> <p>Identify and discuss the climate/weather, land, lakes and river in England.</p> <p>Learn about the daily and seasonal weather patterns of the UK.</p>

	Compare the human and physical features of Rugby to London. Compare the key features of Newbold and Hunstanton.
Year 2	Identify similarities and differences with human and physical features between Rugby and Alice Springs. Identify similarities and differences with human and physical features between Rugby and Sydney. Name and locate the Equator, North Pole and South Pole on a map of the world. Locate hot and cold areas in the world and explain why certain countries are hotter in relation to the equator.
Year 3	Describe and explain the geographical similarities and differences between the Peloponnese region in Greece and the West Midlands.
Year 4	Compare the Great Tangshan earthquake to other significant earthquakes around the world.
Year 5	Explain what longitude and latitude is and use this to identify different cities in North America. Identify the position of the Prime Meridian and time zones in North America. Use knowledge of time zones to work out the time in different countries around the world. Examine the geographical similarities and differences between their own choice of an area of North America to Newbold. Examine the geographical similarities and differences between the main human and physical characteristics of Brazil to England. Identify the Tropic of Cancer and the Tropic of Capricorn and describe the climate in between these two positions. Compare the weather and climate in Rugby to the Amazon Rainforest.
Year 6	Describe the significance of longitude, latitude and the hemispheres. Explain how Wales and its coal mining areas have changed and the reasons for this.

### Communicate geographically

Nursery	<b>Continuous provision:</b> Talk about different countries in the world and talk about differences they have seen or experienced in photos. Talk about how people live in different countries.						
	Make simple observations and talk about Iceland, using photos and video clips, and begin to make comparisons to England. Make simple observations and talk about Africa, using photos and video clips, and begin to make comparisons to England.						
	<b>Use the following vocabulary to communicate geographically:</b>						
	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">name</td> <td style="width: 33%;">weather</td> <td style="width: 33%;">see</td> <td style="width: 33%;">feel</td> <td style="width: 33%;">hear</td> <td style="width: 33%;">travel</td> </tr> </table>	name	weather	see	feel	hear	travel
name	weather	see	feel	hear	travel		

Reception	<p><b>Continuous provision:</b>          Make observations and draw pictures of animals and plants.          Make observations and identify some similarities and differences between the natural world around them and contrasting environments.          Explain some similarities and differences between life in this country and life in other countries.</p>						
	<p>Talk about where they have been on holiday – <i>how they got there, what they saw, what they did</i>          Identify human and physical features found on holidays.          Explain the differences between Iceland, Africa and England.          Create drawings of animals found in Africa.          Draw a simple sketch map of Newbold on Avon.          Label and name parts of the river.          Create a 3D model of a river using a range of materials.</p> <p><b>Use the following vocabulary to communicate geographically:</b></p>						
	touch observe	name changes	same	different		compare draw	
Year 1	<p>Identify the features found in different locations – <i>city, town, coast, rural area, village</i>          Identify different human and physical features found in Newbold.          Draw a simple map of the school.          Draw a simple map of Newbold.          Name and identify landmarks in London - <i>Tower Bridge, Buckingham Palace, River Thames, St Paul's Cathedral, London Eye, Shard/Gherkin and Tower of London</i>          Create a fact file about a landmark in London which has been studied.          Use simple directional language to move around a large map of London landmarks.          Draw a simple map of their own city of London with a key.          Use simple directional language to move from one landmark to another on a map.          Identify and name human and physical features found at the seaside.</p> <p><b>Use the following vocabulary to communicate geographically:</b></p>						
	location city town	up down left	United Kingdom country capital city	Ireland Rugby London	Europe Australia Antarctica	difference similarities beach	river soil city

	human feature physical feature river road aerial map Newbold	right Tower Bridge Buckingham Palace River Thames St Paul's Cathedral London Eye Shard/Gherkin Tower of London	locate characteristic landmark famous London Scotland Wales	Edinburgh Cardiff Belfast oceans world Asia Africa continents	South America North America Atlantic Ocean Pacific Ocean Southern Ocean Arctic Ocean Indian Ocean	cliff coast forest hill mountain sea ocean	town village house office harbour shop
Year 2	<p>Use simple compass directions to move around a map of Warwick Castle.  Use simple compass directions to re-enact the battle of the Spanish Armada.  Answer questions about the human and physical features of Australia.  Use compass directions to find locations on a map of Australia.  Identify the human and physical features of Alice Springs.  Devise a simple map of their own town in Australia and create a key using symbols.</p> <p><b>Use the following vocabulary to communicate geographically:</b></p>						
	north east south west compass direction map Warwick Castle Spanish Armada	beach coast forest hill mountain ocean river soil valley vegetation weather	city town village factory farm house office shop bushfire outback Australia	Equator North pole South pole world map hot cold hotter colder	North America South America Africa Asia Antarctica Australia Atlantic	Ocean Southern Ocean Pacific Ocean Indian Ocean Arctic Ocean	
Year 3	<p>Compare how tectonic plates have changed over time.  Know about the formation of volcanoes and explain how volcanoes erupt.  Use 8-point compass directions to describe the position of notable volcanoes on a world map.  Identify the dangers and aftermath of a volcanic eruption.</p>						

Explain the impact volcanic eruptions have on the lives of people.  
 Explain how different types of mountains are formed – *fault lock mountains, fold mountains, dome mountains, volcano, plateau mountains and table mountains*.  
 Create own contour map to show how mountains are represented.  
 Identify and explain the positives and negatives of tourism on mountainous regions.  
 Use 8-point compass directions to describe the position of major cities and key human and physical features in Greece.  
 Identify the climate in Greece.  
 Describe the physical characteristics of Greece.  
 Describe the human characteristics of Greece.  
 Use 4-figure grid references to locate different places on a map of the UK.  
 Identify and name different types of settlements and identify their purpose.  
 Use knowledge of settlements to decide on a suitable place for an Iron Age settlement.

**Use the following vocabulary to communicate geographically:**

atlas map erupt active dormant extinct	lava magma molten continent ocean sea	country coast human physical location mountain range	hill tectonic plates dome mountain fold mountain volcano contour lines	tourism settlement grid reference human feature	physical feature location suitable water source
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Year 4

Examine the physical features of China.  
 Use a range of resources to identify the key physical and human features of China.  
 Explain the land use in China.  
 Know how natural resources are distributed from China.  
 Explain how earthquakes occur.  
 Use 4-figure grid references to locate areas on a world map where earthquakes may occur.  
 Understand how earthquakes are measured.  
 Understand the impact of the Great Tangshan Earthquake on the local community.  
 Explain how tsunamis occur.  
 Understand the impact of a tsunami on human and physical geography.



	<p>Construct own map of Ancient Egypt with and label key human and physical features – <i>the cities of Cairo and Luxor, The River Nile, The Valley of the Kings and the Valley of the Queens.</i></p> <p>Explain how the River Nile was used in the Ancient Egyptian era.</p> <p>Explain the land use in Rugby.</p> <p>Give own views about the suitability of Rugby for specific people – <i>eg. A 29 year old man who likes shopping and spending time at the cinema.</i></p> <p>Answer enquiry question and decide which new shop would be suitable at Elliot’s Field, Rugby.</p> <p><b>Use the following vocabulary to communicate geographically:</b></p>					
	rivers human characteristics China Yangtze River Gobi Desert Himalayas Mount Everest Beijing Shanghai Hong Kong	Three Gorges Dam earthquake magnitude epicentre tectonic plate fault line land use physical characteristics distribution of natural resources	continent country crust mantle inner core outer core tsunami impact tourists damage	human geography physical geography Egypt land use world map globe atlas digit mapping	land use urban rural greenbelt town city countryside farmland coastal freshwater	wetland woodland grassland moorland observation sketch map field work opinion
Year 5	<p>Create a climate map of North America in June and December.</p> <p>Compare the economic activity of America to the Untied Kingdom.</p> <p>Use 4-digit and 6-digit grid references to locate features in Newbold.</p> <p>Identify the main physical and human characteristics of Brazil.</p> <p>Use 8-point compass directions to give directions around school environment.</p> <p>Explain the different features of a river.</p> <p>Identify ways in which a river can be used.</p> <p>Describe the different layers found in the Amazon Rainforest.</p> <p>Explain why deforestation occurs in the Amazon Rainforest.</p> <p>Explain the negative and positive effects of deforestation in the Amazon rainforest.</p> <p><b>Use the following vocabulary to communicate geographically:</b></p>					

	North America United Kingdom human characteristics physical characteristics local area Rugby import export	countries cities environmental regions climate map Prime Meridian time zone economic activity sketch map	graph data water sources mouth source tributary discharge	upper course middle course lower course valley channel waterfall rapids	gorge meander tributary confluence floodplain levee delta estuary	South America Amazon Rainforest Amazon River Deforestation
Year 6	<p>Give detailed descriptions and opinions about a city in Russia.          Use 8-point compass points to locate cities in Russia in from a given point.          Understand the range of biomes in Russia.          Apply knowledge of locational language to describe routes taken by Tudor explorers - <i>compass points, equator, hemispheres</i>          Examine the causes and effects of global warming          Examine the importance of fossil fuel resources in the UK.          Examine the impact of non-renewable energy sources on the climate.          Explain how waste impacts on the environment.          Examine how land use can impact the environment.          Explain why we should avoid Palm Oil products.          Understand the ways in which we can help to stop climate change.          Write and deliver a climate change speech.</p> <p><b>Use the following vocabulary to communicate geographically:</b></p>					
	continent border biome climate region population human features physical features	continent hemisphere border circumnavigate explore Tropics- Cancer and Capricorn latitude	longitude equator ocean trade links Prime Meridian	consumption fossil fuel fuel global warming greenhouse effect	greenhouse gases non-renewable energy	nuclear polar ice caps renewable energy

