

Geography - End of year statements for ARE pupils

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Map skills and field work	To talk about the house that they live in.	To know where they live and talk about what they see as they walk to and from school.	Recognise that people use maps to find things. Be able to follow a simple map e.g. to find treasure	Draw and read a simple map e.g. of my journey to school.	Map a small area of the locality using simple symbols and keys. Use fieldwork to observe human activity and to record/present findings.	Use different maps of the local area to locate places and map journeys, including Ordnance Survey. Observe and collate data to explore and explain features in our local area on a map.	Use lines of latitude and longitude to locate places. Recognise and use time zones and identify the Greenwich meridian.	Use detailed physical maps to explain settlement of England including using 6 figure grid references on OS maps to locate positions and analyse place names.
Locational knowledge	To enjoy looking at books showing different countries.	To ask questions about the world and enjoy looking at maps and globes.	Give directions using left/right/near/far/forwards/backwards. Locate and name the four countries of the UK on a map. Know the names of some continents of the world.	Use simple compass directions. Locate the major cities of the UK on a map. Know the names of the oceans and continents.	Locate and name the towns and villages in the local area. Recognise some of the human and physical geographical features in the local area e.g. River Trent and A38	Locate and name the key countries of Europe. Make comparisons of the same geographical features in different countries.	Locate and name the key geographical features of the UK taking account of population, economic activity and transport systems. Use scales to calculate distances on different maps of the UK.	Identify some countries and major cities of the world. Describe some of the key human and physical geographical features of the world.
Physical geography	To explore and respond to different natural phenomena, for example splashing in puddles.	To recognise some environments that are different to the one in which they live.	Know that some places on earth are very different from our local area and describe some key differences. Describe the weather and predict the weather in different seasons.	Describe and compare physical features seen in the local environment and other places in the world. Be able to use some key geographical vocabulary e.g. coast, cliff, mountain etc.	Recognise different world climate zones and how they impact on the lives of people who live there e.g. farming; rainfall; temperature etc. Measure, compare and contrast the weather pattern at home and abroad.	Describe how physical activity has impacted on or changed the physical and human characteristics of a place in the world e.g. volcanoes, mountains etc.	Identify the role rivers played in settlement. Explain the importance of the North Sea and English Channel as route for settlement and trade.	Explain how climate changes at different lines of latitude. Describe physical features of and locate deserts of the world. Explain the water cycle and the importance of irrigation and water conservation schemes
Human geography	To talk about holidays they have been on.	To talk about local environments (their road, the park, library)	Name and describe key features of the local town or village. Link human activities to key places e.g. hospital; supermarket; station etc.	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this. Be able to use some key geographical vocabulary e.g. town, city, village	Describe the land use in the local area. Identify how people both damage and improve the environment.	Compare and contrast the geography and human activity of two contrasting locations.	Explain how human settlement and migration has impacted on the land.	Explain how climate and natural resources influence human activity and economies. Explain the effect of commercial and industrial activity on the environment and ways of improving it.

Cycle A

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	<p>All about me To talk about the house that they live in.</p> <p>Let's celebrate To share books and talk about different countries.</p>	<p>All about me To know their address and identify landmarks they see on their way to school.</p> <p>Let's celebrate Using pictures, they can explain what life may be like for children in other countries.</p>	<p>Knights and castles Pupils will study the human and physical features of Warwickshire. Identify locations within Warwickshire using key vocabulary eg: city, town, village, factory, farm, house, office, castle and shop. Children will visit Warwick castle Castle, knight, armour, drawbridge, Turrets, moat, shield, rescue, tower, lord</p> <p>Great Explorers Pupils will name and locate the world's seven continents and five oceans. They will draw a map of a real journey of an explorer eg: Christopher Columbus, use and construct basic symbols in a key. Germs, hygiene, aviator, north, south, East, west, compass, globe, atlas, Asia, Africa, North America, South America, Oceania, Antarctica, Europe, Pacific, Atlantic, Indian, Arctic, Southern</p>		<p>Roman Empire Pupils will recognise and compare different world climate zones; England to Italy. Map the Roman Invasion of Britain, compare the changes in rainfall, temperature etc between the countries visited. Describe how physical geography has impacted on or changed the physical and human characteristics of a place in the world e.g. Pompeii in Italy (volcanoes) Amphitheatre, aqueduct, Barbarian, basilica, Chariot, cohort, forum, Fortuna, gladiator, Legion, mausoleum, mosaic, myth, Neptune, sewage, sewers, Underworld, Emperor, Empire, conquer, conquest, senate, republic, legionary, centurion, ruler, betrayal, politician, Celts, invade, Romanisation, volcano, volcanic, eruption, Pompeii</p>		<p>Ancient Greece Pupils will identify and use lines of latitude and longitude to locate some countries and major cities of the world eg: Greece, Athens, England, London, Wales, Cardiff, Scotland, Edinburgh and other European countries. Recognise and use time zones and identify the Greenwich meridian; understanding how it affects time zones around the world. Explain how climate changes at different lines of latitude. Use this to explain why Greece is a popular holiday destination.</p>	
Spring	<p>Dungeons and Dragons To know that people have different kinds of homes.</p> <p>All creatures great and small To know that animals live in different parts of the world.</p>	<p>Dungeons and Dragons I can identify similarities and differences between homes in our country.</p> <p>All creatures great and small To recognise some environments that are different to the one in which they live.</p>	<p>Splendid skies Pupils will 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 Equator, astronomy, kaleidoscope, earth, Insulator, physical, national, international, Waterproof, transparent</p> <p>Local wonder Pupils will use basic geographical vocabulary to refer to: human and physical features. They will 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. They will use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Location, village, identify, direction, human feature, physical feature, route, community, distance, town England, Scotland, Ireland, Wales, London, Edinburgh,</p>		<p>Rivers and cities Pupils will make geographical comparisons between London and Derby. They will map a small area of the locality using simple symbols and keys eg: journey from school to Arboretum Park. Use fieldwork to observe human activity and to record/present findings. Describe the land use in the local area. Identify how people both damage and improve the environment. Explain the water cycle and the importance of irrigation and water conservation schemes.</p> <p>Tributary, urban, mouth, source, ox-bow, RiverTrent, River Thames, capital, trade, population, tourism, industrial, Houses of Parliament, Westminster, stream, estuary</p>		<p>Brazil – Rainforests Use lines of latitude and longitude to locate Brazil and other major rainforests. Explain how climate changes at different lines of latitude and the reasons why rainforests are located where they are. Explain how climate and natural resources influence human activity and economies. Explain the effect of commercial and industrial activity on the environment and ways of improving it eg: deforestation and its impact on animals and indigenous people. Describe some of the key human and physical geographical features of the world, in particular the South Americas with a key focus on Brazil. Canopy, emergent layer, understory, undergrowth, Equator, flora, fauna, nocturnal, camouflage, mimicry, biodiversity, climate, temperate, vegetation, indigenous, botanist, deforestation, economy, ecosystem, biome, fair trade, forest floor, Tropic of Cancer, Tropic of Capricorn, sustainability</p>	
Summer	<p>How does your garden grow? To talk about local environments.</p> <p>The seaside To share pictures and books and</p>	<p>How does your garden grow? To use pictures to compare and contrast environments.</p> <p>The seaside To make comparisons</p>	<p>Great Fire of London Pupils will locate the major cities of the UK on a map, in particular Derby and London and it's key landmarks. Use aerial photographs to recognise landmarks and basic human and physical features. Use simple compass directions (N,S,E,W) to map a journey between them. North, south, east, west, compass, globe, Atlas, pudding Lane, St Paul's, Westminster Abbey, Tower Bridge, The Tower of London, Houses of Parliament, River Thames</p>		<p>History beyond 1066 – The Normans Pupils will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketches, maps, plans and graphs, and digital technologies. They will use maps to locate the site of the Battle of Hastings. They will identify human features eg: Norman castles and churches Britain, Norway, Normandy, crown, victory, Defeat, Bayeux, invasion, Motte, Bailey, castle, Spear, lance, mace, squire, chain mail, census, Baron, cavellry, Domesday, feudalism, heir, Housecarls, knights, rebellion</p>		<p>Anglo Saxons, Vikings and settlements Pupils will use detailed physical maps to explain the settlement of England including using 6 figure grid references on OS maps. They will locate positions of Saxon and Viking settlement. They will analyse place names and use these to predict other localities. Use scales to calculate distances on different maps of the UK. Identify the role rivers played in settlement. Explain the importance of the North Sea and English Channel as route for settlement and trade. Explain how human settlement and migration has impacted on the land.</p>	

	<p>talk about what life may be like for children in other parts of the country.</p> <p>England, similarities, countries, world, land, sea, map, journey, town, trees, street, road, bridge, school, house, shop, traffic lights, zebra crossing, roundabout</p>	<p>between life for children in this country and other countries.</p> <p>Similar, different, country, city, town, local area, world, Earth, nature, habitat, land, sea, beach, cliffs, seaside, tides, ocean, seas, trees, forest, hill, mountain, jungle, physical feature, human feature map, globe, atlas, earth, celebration, family street, road, bridge, school, home, house, shop, traffic lights, zebra crossing, roundabout</p>	<p>Sherwood Forest</p> <p>Use simple fieldwork and observational skills to study the geography of their local area. They will use aerial photographs and plans/ perspectives to recognise landmarks and basic human and physical features; After a visit to Sherwood Forest children will devise a simple map of key locations including the Major Oak, They will understand the need for a map and will use and construct basic maps using symbols in a key.</p> <p>Aerial, forest, branch, bulb, stem, evergreen, deciduous, blossom, petals, Trunk, major oak, Sherwood</p>		<p>Conquest, raid, barbarian, pillage, navigation, foreign, anvil, descendants, expedition, Norsemen, Realm, Valhalla, warrior, pagan, rune, archaeologist, exile, fortify, treaty, settlements, monastery, society, paganism, Christianity, conquer, kingdom, Scandanavia, conversion</p>
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Cycle B					
	Nursery	Reception			
Autumn			<p>Land Before Time Pupils will use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil. They will use world maps, atlases and globes to identify the United Kingdom and its countries, <i>fossil, mammal, reptile, amphibian, insect, carnivore, omnivore, herbivore, map, prehistoric</i></p> <p>Victorians Pupils will name and locate the world's seven continents and five oceans. They will identify countries that formed part of the British Empire at this time.</p>	<p>Stone Age Locate and name the towns and villages in the local area. Recognise some of the human and physical geographical features in the local area e.g. River Trent and A38 <i>artefact, archaeologists, artefact, neolithic, bc, chronology, tribal, hunter, shelter, civilisation, settlement, neolithic, primitive, gatherers, tribe, Skara Brae, extinct, agriculture, evolving, adaptation, nomad, palaeolithic, mesolithic</i></p>	<p>Mayans Pupils will identify some countries and major cities of the world, using lines of latitude and longitude to locate places eg: Mexico. They will describe some of the key human and physical geographical features of the world, notably Mayan areas of interest. Pupils will explain how climate and natural resources influence human activity and economies eg: growth of cacao and other crops that they farmed. <i>Maize, hieroglyphics, priest, pyramid, astrology, City-State, astronomy, calendar, codex, archaeologist, stelae, glyphs, Chichen Itza, Cenote, Huipil, sacrifice, El Castillo, Tikal, Mesoamerica, Pok-ta-pok, Xocolat, Atole</i></p>
Spring			<p>Scented garden Pupils will use aerial photographs and plans/ perspectives to recognise landmarks and basic human and physical features. They will 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. <i>location, village, identify, direction, human feature, physical feature, route, community, distance, town, England, Scotland, Ireland, Wales London, Edinburgh,</i></p> <p>Inspirational people Pupils will draw basic maps, use world maps, atlases and globes to identify the UK and its countries, <i>Germans, hygiene, aviator, north, south, East, west, compass, globe, atlas</i></p>	<p>Egyptians Pupils will recognise different world climate zones eg: England and Egypt. They will learn how they impact on the lives of people who live there e.g. farming; rainfall; temperature etc. Pupils will measure, compare and contrast the weather pattern at home and abroad.</p>	<p>War Child Pupils will use maps, atlases, globes and digital/computer mapping to locate countries, identify and describe impact of WWII on the local landscape. They will locate and name key countries affected by the war eg: cities and towns that children were evacuated from and those they went to, using maps. They will consider the key geographical features of the UK taking account of population, economic activity and transport systems. They will use this information to consider why areas such as Coventry, London and Derby were German targets <i>Liberate, evacuee, evacuation, kindertransport, Auschwitz, genocide, Holocaust, concentration camp, Luftwaffe, camouflage, refugee, appeasement, aviation, conscription, rationing, propaganda, Judaism, swastika, allies, surrender, ration, religion, military, invasion, blackout, Blitz, Nazi, air-raid, host family, occupied, allotment, register</i></p>
Summer			<p>Land Ahoy! Pupils will name and locate the world's seven continents and five oceans. Pupils will understand geographical similarities and differences through a study of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country eg: through studying the exploration of Australia;</p>	<p>Local History - Henry VIII, religion & Tutbury Castle Pupils will carry out a local study on Tutbury. They will locate and name the towns and villages in the local area. They will recognise some of the human and physical geographical features in the local area e.g. River Trent and A38. They will use fieldwork to observe human activity and to map the area using simple symbols and keys. Use</p>	<p>Extreme environments Pupils will identify some countries and major cities of the world, using lines of latitude and longitude to locate these. Describe some of the key human and physical geographical features of the world eg: deserts, volcanoes, arctic. They will describe physical features of and locate deserts of the world. Explain how climate changes at different lines of latitude and therefore how climate and natural resources influence human</p>

			<p>Thomas Cook's link between Melbourne in Derbyshire and Melbourne in Australia. European, United Kingdom, senses, calf, elbow, brain, country, capture, landmark, continent, ocean Asia, Africa, North America, South America, Oceania, Antarctica, Europe Pacific, Atlantic, Indian, Arctic, Southern</p> <p>Circus Map the journey of a famous travelling circus using local or world maps.</p>	<p>different maps of the local area to locate places and map journeys, including Ordnance Survey</p>	<p>activity and economies. Explain the effect of commercial and industrial activity on the environment and ways of improving it. Habitat, Charles Darwin, endangered, environment, extinct/ion, magma, lava, dormant, fault, saturated, landslide, species, variation, conservation, ecology, Tsunami, earthquake, tectonic plate, global warming, climate change, tundra, vegetation belt, aftershock, eruption</p>
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