



Wessex Primary School

Key Learning and vocabulary

Geography



YEAR 1		
Autumn	Spring	Summer
Unit name What is it like here?	Unit name What is the weather like in the UK?	Unit name What is it like to live in Shanghai?
Key Learning	Key Learning	Key Learning
To locate the school on an aerial photograph.	To locate the four countries of the UK.	To recognise physical and human features.
To create a map of the classroom.	To identify seasonal changes in the UK.	To draw a sketch map.
To locate key features of the playground.	To identify the four compass directions.	To name and locate some continents on a world map.
To draw a simple map.	To investigate daily weather patterns.	To identify physical and human features of a non-European country.
To investigate how we feel about our playground.	To identify daily weather patterns in the UK.	To describe what it is like in Shanghai.
	To understand how the weather changes with each season.	To compare Shanghai to a small area of the UK.
Vocabulary	Vocabulary	Vocabulary
aerial view, atlas, features, key, map, north, symbols	atlas, capital city, compass, continent, direction, map, thermometer, weather	Continent, different, human feature, physical feature, symbol, map





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Geography



Year 2		
Autumn	Spring	Summer
<p style="text-align: center;">Unit name Why is our world wonderful? UNIT LESSONS SWAPPED AROUND</p>	<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p>	<p style="text-align: center;">What is it like to live by the coast?</p>
<p style="text-align: center;">Key Learning</p>	<p style="text-align: center;">Key Learning</p>	<p style="text-align: center;">Key Learning</p>
<p>Lesson 1: What are some of the UK's amazing features and landmarks? To identify geographical characteristics of the UK.</p>	<p>Where are the continents? To name and locate the seven continents.</p>	<p>Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.</p>
<p>Lesson 4: What is amazing about our local area? To understand how to draw human and physical features on a sketch map.</p>	<p>Where are the coldest places on Earth? To locate the North and South Poles.</p>	<p>What is the coast? To explain what the coast is?</p>
<p>Lesson 5: Why are natural habitats special? To investigate local habitats and record findings.</p>	<p>Where is the Equator? To locate the equator on a world map.</p>	<p>What are the features of the Jurassic Coast? To identify the physical features of the coast.</p>
<p>Lesson 6: How can we look after natural habitats? To understand how to present findings in a bar chart</p>	<p>What is life like in a hot place? To compare the UK and Kenya.</p>	<p>How do people use Weymouth? To identify human features on the coast.</p>
<p>Lesson 2: Where are some of the world's most amazing places? To locate some of the world's most amazing places.</p>	<p>Do we live in a hot or a cold place? To investigate the locate weather conditions.</p>	<p>How do people use our local coast? (adapted to St Ives) To investigate how people use the local coast.</p>





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<p>Lesson 3: Where are our oceans? To know the names of the five oceans and locate them on a map.</p>	<p>Would you prefer to live in a hot or cold place? To identify key features of hot and cold places.</p>	<p>How do people use our local coast? – findings (adapted to St. Ives) To present findings on how people use the local coast.</p>
Vocabulary	Vocabulary	Vocabulary
<p>aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map</p>	<p>arid, climate, compass, continent, country, desert, equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, temperate, temperature, thermometer, tropical, urban, vegetation, weather</p>	<p>arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand, dunes, sea, stack, tally chart, tourist, town, village</p>
<p>Key vocabulary for each term has been highlighted</p>		





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Geography



Year 3		
Autumn 1	Spring 1	Summer 1
Unit Name Who lives in Antarctica?	Unit Name Why do people live near volcanoes?	Unit Name Are all settlements the same?
Key Learning	Key Learning	Key Learning
To understand the position and significance of lines of latitude	To name and describe the layers of the Earth.	To describe different types of settlements.
To describe the location and physical features of Antarctica.	To explain how and where mountains are formed.	To identify the human and physical features in the local area.
To describe the human features of Antarctica.	To explain why volcanoes happen and where they occur.	To discuss why physical and human features are in particular locations.
To use four-figure grid references to plot Shackleton's route to Antarctica.	To recognise the negative and positive effects of living near a volcano.	To describe how land use in the local area has changed.
To plan a simple route on a map using compass points	To explain what earthquakes are and where they occur.	To identify land use in New Delhi.
To follow instructions involving compass points and map a simple route.	To observe and record the location of rocks around the school grounds and discuss findings.	To compare land use in two different locations.
Vocabulary	Vocabulary	Vocabulary
Climate, climate zone, hemisphere, lines of latitude, lines of longitude, iceberg	fault line, fault-block mountain, fold mountain, composite volcano, shield volcano, tectonic plates	nucleated, linear, dispersed, settlement, county, commercial land





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Geography



Year 4		
Autumn 1	Spring 1	Summer 1
Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Key Learning	Key Learning	Key Learning
To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	To explain the impact of food choices on the environment.	To describe how the water cycle works.
To describe the characteristics of each layer of a tropical rainforest.	To understand the importance of trading responsibly.	To recognise the features and courses of a river.
To understand the lives of indigenous peoples living in the Amazon rainforest.	To describe the journey of a cocoa bean.	To name and locate some of the world's longest rivers.
To describe why tropical rainforests are important and understand the threats to the Amazon.	To map and calculate the distance food has travelled.	To describe how rivers are used.
To understand how local woodland is used using a variety of data collection methods.	To design and use data collection methods to find where our food comes from.	To identify and locate human and physical features on a map.
To analyse and present findings on how local woodland is used.	To discuss the advantages and disadvantages of buying both locally and imported food.	To collect data on the features of a local river.
Vocabulary	Vocabulary	Vocabulary
Analyse, biome , buttress roots, canopy layer , community, data, deforestation , drought, emergent layer , enquiry, Equator, forest floor , global warming, greenhouse gas, indigenous	air freight , carbon footprint , consume, distribution, export , fertiliser, food bank, food miles, grant, import , pesticides, produce, qualitative, quantitative, reliability, responsible trade , sample	Condensation, delta , estuary , evaporation, flooding, floodplain, groundwater, irrigation, Leisure, meander , oxbow lake , percolation, precipitation, river mouth , source , transpiration,





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Geography



<p>peoples, interpret, lianas, lines of latitude, logging, method, mining present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts</p>	<p>size, scale bar, seasonal food, source, sustainability, trade, trend</p>	<p>tributary, valley, water cycle, waterfall</p>
<p>Key vocabulary for each term has been highlighted</p>		





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YEAR 5		
Autumn	Spring	Summer
Unit name What is life like in the Alps?	Unit name Would you like to live in the desert?	Unit name Why do oceans matter?
Key Learning	Key Learning	Key Learning
To locate the Alps on a map.	To summarise the characteristics of a desert biome.	To explain the importance of our oceans.
To describe the physical and human features of an Alpine region.	To locate and explore features of deserts.	To locate and describe the significance of the Great Barrier Reef.
To investigate what there is to do in the local area using data collection.	To describe the physical features of a desert environment.	To explain the impact humans have on coral reefs and oceans.
To understand similarities and differences between the local area and an Alpine area.	To explain the different ways humans can use deserts.	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
To understand the human and physical geography of the Alps.	To describe some of the threats facing deserts.	To collect data on the types of litter polluting a marine environment.
	To explore the similarities and differences between two physical environments.	To present, analyse and evaluate data collected.
Vocabulary	Vocabulary	Vocabulary
Atlas, Climate, Climate change, Latitude, Longitude, Hemisphere, Enquiry, Mountain range, Physical feature, Human feature, Tourism, Tourist.	Agriculture, Airstrip, Arid, Barren, Biome, Climate, Desert, Desertification, Drought, Flash flood, Mesa, Mining, Mushroom rock, National park, Natural arch, Nature reserve, Rainfall.	Atmosphere, Biodegradable, Buffer, Coral bleaching, Coral reef, Decompose, Digital map, Disposable, Ecology, Ecosystem, Erosion, Geology, Habitat, Human footprint, Marine.





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	Ranching , Renewable energy , Salt flat, Sand dune, Sparse, Time zone, Tourist attraction, Vegetation, Weather.	Microplastics , Natural disaster, Ocean current, Policy, Renewable energy, Single-use plastic , Species, Water cycle .
Key vocabulary for each term has been highlighted		





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Geography



YEAR 6		
Autumn	Spring	Summer
Why does population change?	Where does our energy come from?	Can I carry out independent fieldwork enquiry?
Key Learning	Key Learning	Key Learning
To understand the change and distribution of the global population.	To know why energy sources are important.	To develop an enquiry question.
To define birth and death rates and describe why they change.	To understand the benefits and drawbacks of different energy sources.	To determine the most effective data collection methods for fieldwork.
To recognise the push and pull factors influencing migration.	To understand how energy is generated in the United States.	To plan a route for a fieldwork trip.
To begin to understand the impact climate change can have on the global population.	To know how energy sources are distributed in an area.	To collect the data to answer the enquiry question.
To collect data showing how population impacts the amount of traffic and litter in an area.	To explain reasons for choosing an energy source.	To determine an answer to the enquiry question.
To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation	To collect and present data on where to position a solar panel on the school grounds.	To present my findings.





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Vocabulary	Vocabulary	Vocabulary
air pollution, birth rate, cartogram, climate change , conclusions, death rate deforestation, densely populated , digital technologies, fossil fuels, greenhouse gases improvements, involuntary, Likert scale, migrants, migration , natural increase, noise pollution, population, population density population distribution, pull factors , push factors , qualitative, quantitative, refugee, sparsely populated	Biofuel , coal, consumption , contour line, crude oil, dam emissions, energy source , Hydropower, natural gas, non-renewable nuclear power, Prime Meridian, producer regenerate, renewable, replenish, sea level solar power , time zone, urban planner, wind power , six-figure grid reference	Analyse, audience, city, data , data collection methods , enquiry , evidence, impact, improvement, issue, justify, plot, presenting Process, recommendation , region, risk, route Subjective, viewpoint
Key vocabulary for each term has been highlighted		

