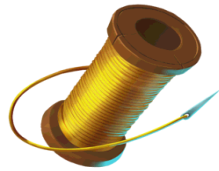


KNOWLEDGE & VOCABULARY: Geography



Golden Threads & Key Vocabulary

The 'sticky knowledge' and supporting **vocabulary** that children will be taught in different contexts in each year group with increasing depth and complexity



	EYFS	YEAR 1	YEAR 2	YEAR 3
<p>Place, Location and Knowledge of, or about the World</p> <p>Rushden and its place in the wider world</p>	<p>My school is SEIS - it is in a town called Rushden. I live in / or near Rushden</p> <p>Rushden is in England which is a country in the world. Some countries are similar to England, some are very different and I can describe those similarities and differences.</p> <p>I have looked at Rushden and England on a map and I have looked at globes and maps for other countries.</p> <p>home, town, park, street, shops, church, road, school, SEIS, environment, world, country, similar, different,</p>	<p>Rushden is a town in the county of Northamptonshire, England. The county town is Northampton</p> <p>England is a country of the United Kingdom which also has Scotland, Wales and Northern Ireland. The capital cities are London, Edinburgh, Cardiff and Belfast.</p> <p>The United Kingdom is an island surrounded by the North Sea, Irish Sea, Atlantic Ocean and English Channel.</p> <p>The country of the United Kingdom is part of the continent of Europe. There are 7 continents - Europe, Africa, Australasia (Oceania) Asia, North America, South America and Antarctica.</p> <p>There are 5 oceans - Pacific, Atlantic, Indian, Arctic and Southern. They are the water that surrounds the land masses of the continents of the world which is a sphere / globe.</p>	<p>Rushden is a town in the county of Northamptonshire, England. The county town is Northampton</p> <p>London is a city that is the Capital city of England which is part of the country of the United Kingdom in the continent of Europe.</p> <p>I now know and can name the 7 continents and 5 oceans and can locate them on a world map and globe.</p> <p>I can describe similarities and differences in the human and physical geography of the United Kingdom and other countries such as Brazil.</p> <p>key physical features: beach, cliff, coast, forest, hill, seaside, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features:</p>	<p>I know about why historically people chose to settle in different areas and how that relates to why Rushden is where it is and how it has changed and developed over time.</p> <p>Rushden means 'valley which is rushy' Rushden's growth has resulted from a number of industries, including lacemaking, farming and particularly shoemaking and associated trades</p> <p>I can locate and name the continents on a map and locate the main countries of Europe</p> <p>I can identify the position of the Equator, the Northern & Southern Hemispheres, Tropics of Cancer and Capricorn and 8 points on a compass.</p>

	<p>left, right, forwards, backwards, beside</p> <p>country, world, similar, different, food, transport</p>	<p>transportation, food, map, locate, location, routes, Hall Park, Old South End School, Wymington Road</p> <p>I have looked at these places on or in a map, atlas and globe and can describe North, South, East and West as directions and compass points and the poles on the globe.</p>	<p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	
<p>Physical and Human Features Interdependencies</p> <p>Impact of people on the environment and their responsibility towards the world</p>	<p>Things that I can see have labels such as house, flat, bungalow, park, school, town, shop, road, bridge, church, fence, hedge, farm, sea/ocean, river, lake, pond, stream, hill, land, woodland, field, meadow, clouds, sky</p> <p>I am beginning to understand that these are called human and physical features and that these features vary depending on their location in the world.</p> <p>I can label physical and human features in the school grounds, Rushden and in some of the other countries that I have begun to learn about.</p> <p>I have observed the different seasons and know that these change.</p> <p>Autumn, Summer, Winter, Spring, cold, frosty, warm, wet, dry, windy, hot, rainy, snow, frost, ice, weather</p> <p>I have looked at and made observations of my school and local environment. People can change things.</p> <p>recycle, care, respect, extinct, in danger, habitat, vegetation, litter, rubbish, pollution.</p>	<p>I have looked at Rushden and am beginning to recognise that the local area has distinct geographical features and I know the location of some of these.</p> <p>Hall Park, High Street, Old School, Rushden Lakes, Wymington Road, post box, town.</p> <p>I can quickly label human and physical features locally and am continuing to learn more terms</p> <p>School grounds, location, wildlife, season, autumnal, church.</p> <p>I have looked at other physical and human features that are found beyond Rushden</p> <p>ports, harbour, town, city, village, factory, farm, office, shop, harbour airport, forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast.</p> <p>I can name the four seasons Winter, Summer, Autumn and Spring and talk about simple daily weather patterns in the United Kingdom.</p> <p>Cloudy, climate, dry, dull, fog, freeze, hail, climate, storm, symbol, north, south, east, west, warm, season, record.</p> <p>I know that the weather in some places changes with the seasons and affects the food that can be grown</p>	<p>I know some distinct geographical features of Rushden and am beginning to compare these with other places in England by saying how they are the same and different.</p> <p>I know how to use a simple map to find my way around a destination in my local area and can confidently label significant landmarks and basic human and physical features.</p> <p>I am beginning to compare some of the key geographical features of England with another non-European country such as Brazil.</p> <p>I have continued to look at other physical and human features that are found both in England and beyond.</p> <p>Landscape, desert, forest coast, valley, vegetation,</p> <p>I can confidently use basic geographical vocabulary to refer to key physical features of areas beyond the immediate local area and into the wider world.</p> <p>Cliff, climate, resort, rock, sea, beach, land, faraway, port, holiday, hill, slope, island, view, canal, harbour, hotel, Equator, environment, world, tropical, tide, land</p>	<p>I know some distinct geographical features of England and am beginning to compare these to other countries across the world.</p> <p>I have looked at a region of the UK and directly compared these with a region in Europe</p> <p>I know how rivers are formed and I can talk in depth about the water cycle.</p> <p>I know about and can talk about some aspects of human geography such as trade links in the Pre-Roman and Roman era.</p> <p>I know that types of settlements in Early Britain as well as modern times are closely intertwined with the physical features of the natural environment.</p> <p>I can draw on the diverse vocabulary I need to discuss in depth the human and physical features of a location.</p> <p>climate zones, biomes, vegetation belts, volcanoes, earthquakes, types of settlement, land use, economic activity, natural resources including energy, food, minerals and water.</p>

	<p>How can we improve, clean up the learning environment?</p> <p>I can share my likes and dislikes.</p> <p>I have learnt about hedgehogs, birds and bees and know that there are things that people do that can hurt them and things that people can do to help them thrive.</p> <p>litter, rubbish, roads and building, hibernation, extinct, at risk, bird watch,</p> <p>I know that the environment, animals and other people need me to care and help to look after it.</p>	<p>I know that I need to care for, protect the environment, and have looked at ways to recycle my rubbish, the roles of trees and vegetation and have started to think about where my food comes from. I know that there are more sustainable methods of making, transporting and selling foods such growing some of my own.</p> <p>I know that I need to dispose of my rubbish safely to protect the planet.</p> <p>I can share my likes and dislikes.</p> <p>Beautiful, attractive, spoilt, improve, change,</p>	<p>I can use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans using symbols and keys.</p> <p>I know how to use simple digital technologies to record my observations when looking at the human and physical features in both this and other countries.</p> <p>I can tell you about the key features of a coastal region and know that many people like to visit them because of specific human and physical features in these areas.</p> <p>I know how to use Google Earth and an Atlas or globe to find specific holiday destinations and identify the continent in which the country is located.</p> <p>I have continued to look at seasonal and daily weather patterns in the United Kingdom and know how to simply record my observations.</p> <p>I can confidently talk about my likes and dislikes and am beginning to be able to explain the impact of negative human activity on the local environment and some wider scale issues such as deforestation and climate change.</p> <p>I know that human activity can have catastrophic effects on the environment and have looked at the impact of deforestation on Brazil</p>	<p>I can independently use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, digital technologies.</p> <p>I know that I have an active role to play in shaping the world and have looked at some issues such as sustainability, democracy, social change and environmental impact.</p> <p>I can think, debate and discuss with understanding how humans may impact or change the world.</p> <p>I know about simple ways to co-operate and positively shape the world such as sustainability, climate control and safe disposal of human waste.</p> <p>I can talk about how the physical features of the environment directly influence human activity or how human activity directly influences the physical environment.</p>
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<p>Diversity</p> <p>Appreciating differences and similarities of people around the world</p>	<p>I can talk about simple similarities and differences between my friends and myself.</p> <p>Okay to be different, families, skin colour, different appearances, hair types, clothes, food, different languages</p> <p>I have listened to and talked about stories that reflect the diversity of life in England. I can identify some differences and similarities between people and families.</p> <p>Different religions, Christianity, Islam, Judaism, Sikhism, Hinduism Chinese New Year, celebrations, traditions, respect, tolerance.</p> <p>I have learnt about Christmas, Chinese New Year and some other celebrations Diwali, Eid, Christening, Weddings, Easter</p> <p>I know that these are not celebrated by everyone but that I need to be respectful of other people's beliefs.</p> <p>I try to always show respect to others by using correct pronunciation when saying their names.</p> <p>I am beginning to understand that that there are other countries in the</p>	<p>I now know and can talk respectfully about the similarities and differences between my friends and myself.</p> <p>I know that there are other countries in the world and that they may have different traditions, customs and cultures.</p> <p>Eat, travel, language, play, worship Similarities and differences, and my own culture. food, transport, housing</p> <p>I have looked at where my food comes from.</p> <p>Port, sea, ocean, travel, countries, world, map, distribution, airport, hot, cold, faraway, shipping.</p> <p>I have continued to learn about different faiths and communities through listening to stories and my lessons.</p> <p>Respectful, beliefs, equal, value, similarities, differences,, Christianity, Islam, Judaism, Sikhism, Hinduism, faith, religion, culture, tradition, families, communities, life style.</p>	<p>I have looked at the diversity in my school, community and the wider world and know that I need to be tolerant and respectful towards the different people around me.</p> <p>different traditions, customs and culture, eat, travel, language, play, worship</p> <p>Similarities and differences, my own culture. food, transport, housing</p> <p>I have looked at different countries and know that the people who live here may have different traditions, customs and cultures</p> <p>Diversity, communities, respect, tolerance, differences, similarities, rights.</p>	<p>I have looked at different countries across the world and know that the people who live here have many different traditions, customs and cultures.</p> <p>I can talk about similarities and differences between myself and other people in the world.</p> <p>I know that the world is diverse and that human behaviours can differ across different places, cultures and ethnic groups.</p> <p>I know about democracy and can use this understanding to challenge prejudice, preconceptions and to promote tolerance and respect for diversity.</p>

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