

Skill	By the end of Hachana (Reception [Links to ELG])
<i>Locational knowledge – To understand location</i>	<ul style="list-style-type: none"> <li>To understand the environment around us</li> </ul> <p><b>Key vocabulary:</b> <i>Same, different, similar, difference, world, place (e.g. park, street, house, shop, farm, beach)</i></p>
<i>Place knowledge- To understand place</i>	<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</li> <li>Explain some similarities and differences between life in this country and other countries</li> </ul> <p><b>Key vocabulary:</b> <i>Big tree, small plant, bright flower, brick house, busy bus station, hot, cold, windy, sunny, snowy, cloudy, wet, dry environment, features, place, world</i></p>
<i>Human and physical geography</i>	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them</li> </ul> <p><b>Key vocabulary:</b> <i>Human: path, farm, office, school, sea, field, car park, home, house, train station, bus station, airport, place Physical: cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter, world Patterns, change, observe, explain, environment, different, difference, same, similar, features</i></p>
<i>Geographical skills</i>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>Key vocabulary:</b> <i>Behind the wall, next to, in front of, end, above, below the sign, under the table, on, near, far, close to, underneath, step forwards, step backwards, far away from, big, small, tall</i></p>
<i>Fieldwork</i>	<ul style="list-style-type: none"> <li>Exploring the natural world around them, making observations and drawing pictures</li> </ul>

Skill / Area of study	By the end of Kitta Aleph (Year 1)	By the end of Kitta Bet (Year 2)
<p><i>NC Objective – Locational knowledge</i> <i>To understand location</i></p>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents</li> <li>Name, locate and identify the four countries and capital cities of the UK</li> </ul> <p><b>Key vocabulary:</b> Country, city, continent, oceans, Europe, Africa, Asia, Antarctica, Australasia, North America, South America</p>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents (revise) and five oceans</li> </ul> <p><b>Key vocabulary:</b> Country, city, continent, Equator, location, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean</p>
<p><i>NC Objective – Place knowledge</i> <i>To understand place</i></p>	n/a	<ul style="list-style-type: none"> <li>To compare physical and human geography in the UK and compare it with a contrasting non-European country (Israel)</li> </ul> <p><b>Key vocabulary:</b> physical, human, similarities, differences, European, non-European, country</p>
<p><i>NC Objective- Human and physical geography</i> <i>To understand human and physical geography</i></p>	<ul style="list-style-type: none"> <li>To recognise different landmarks and key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p><b>Key vocabulary:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world relative to the Equator and the North and South pole</li> <li>To identify seasonal and daily weather patterns in the UK</li> <li>To use basic geographical vocabulary to refer to city, town, village, factory, farm, office, house shop</li> </ul> <p><b>Key vocabulary:</b> Equator, North and South pole, city, town, village, factory, farm, office, house shop</p>
<p><i>NC Objective- Geographical skills</i> <i>Geography skills</i></p>	<ul style="list-style-type: none"> <li>To use aerial photographs and maps to recognise landmarks and plan a virtual journey</li> <li>To use maps, atlases and globes to identify the United Kingdom and its countries</li> </ul> <p><b>Key vocabulary:</b> landmark, aerial photograph, atlases, globes, maps, countries</p>	<ul style="list-style-type: none"> <li>To use maps to identify oceans and continents</li> <li>To devise a simple map, use and construct basic symbols in a key and use a compass being able to identify North, South, East and West</li> <li>To describe the location of features and routes on a map using directional and locational language (near, far, left, right)</li> </ul> <p><b>Key vocabulary:</b> near, far, left, right, map, symbols, key, directional, locational</p>
<p><i>NC Objective- Fieldwork</i> <i>Fieldwork</i></p>	<ul style="list-style-type: none"> <li>To use simple fieldwork and observational skills to study the geography of the school environment and its grounds and the key physical features of its surrounding environment</li> </ul> <p><b>Key vocabulary:</b> observational, fieldwork, physical, environment</p>	n/a

Skill	By the end of Kitta Gimmel (Year 3)	By the end of Kitta Daled (Year 4)
<p>NC Objective- Locational knowledge To understand location</p>	<ul style="list-style-type: none"> <li>To locate North and South America on a map</li> <li>To name and locate cities in the UK and their key topographical features (hills, mountains, coasts, rivers)</li> </ul> <p><b>Key vocabulary:</b> map, topographical/topography, hills, mountains, coasts, rivers North, South, East, West, North East, North west, South east, south west</p>	<ul style="list-style-type: none"> <li>To locate Europe and its countries</li> <li>Compare key human and physical characteristics of UK and Greece</li> </ul> <p><b>Key vocabulary:</b> UK, Greece, human, physical, Europe, characteristics</p>
<p>NC Objective – Place knowledge To understand place</p>	<ul style="list-style-type: none"> <li>To understand the geographical similarities and differences through studying South America and comparing to the UK</li> <li>To identify the geographical similarities and differences through a study of UK and a country in Europe (Greece or another country of choice)</li> </ul> <p><b>Key vocabulary:</b> South America, North America, region, physical, human</p>	<ul style="list-style-type: none"> <li>To understand the geographical similarities and differences through studying North America and comparing to the UK</li> </ul> <p><b>Key vocabulary:</b> South America, North America, region, physical human</p>
<p>NC Objective- Human and physical geography To understand human and physical geography</p>		<ul style="list-style-type: none"> <li>To describe and understand volcanoes and earthquakes</li> <li>To describe and understand the water cycle</li> </ul> <p><b>Key vocabulary:</b> valley, weather, vegetation, soil, water cycle, water vapour, condenses, precipitation, air, heat, rises</p> <p><b>Key vocabulary:</b> volcanoes, earthquakes, magnitude, Richter scale, seismic, tsunami, tectonic plates, crust, mantle, outer core, inner core</p>
<p>NC Objective- Geographical skills Geography skills</p>	<ul style="list-style-type: none"> <li>To use maps to locate countries and describe features studied. This will be linked to case study of Europe and UK</li> <li>To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</li> </ul> <p><b>Key vocabulary:</b> OS map, countries, symbols</p>	<ul style="list-style-type: none"> <li>To use the eight points of the compass, four and six grid references</li> </ul> <p><b>Key vocabulary:</b> grid references, grid, square</p>
<p>NC Objective – Fieldwork Fieldwork</p>	<p>n/a</p>	<ul style="list-style-type: none"> <li>To use fieldwork to observe and present human and physical features in the local area using sketch maps</li> </ul> <p><b>Key vocabulary:</b> sketch maps, observe, fieldwork, draw, sketch, present</p>

Skill	By the end of Kitta Hey (Year 5)	By the end of Kitta Vav (Year 6)
<p><i>NC Objective- Locational knowledge</i> <i>To understand location</i></p>	<ul style="list-style-type: none"> <li>To understand the position and significance of longitude, latitude, Equator, Northern and Southern hemisphere, Greenwich meridian and time zones, the Tropics of Cancer and Capricorn</li> <li>To look at land-use patterns in the UK and how this has changed over time</li> </ul> <p><b>Key vocabulary:</b> longitude, latitude, Northern and Southern hemisphere, Greenwich meridian and time zones, the Tropics of Cancer and Capricorn, North, South, East, West, North East, North west, South east, south west</p>	<ul style="list-style-type: none"> <li>To identify the key human and physical characteristics of North America and understand how they have changed over time</li> </ul> <p><b>Key vocabulary:</b> human, physical, changes North, South, East, West, North East, North west, South east, south west</p>
<p><i>NC Objective – Place knowledge</i> <i>To understand place</i></p>	<ul style="list-style-type: none"> <li>To identify the geographical similarities and differences through a study of UK and India</li> </ul> <p><b>Key vocabulary:</b> similarities, differences, UK, Europe</p>	n/a
<p><i>NC Objective- Human and physical geography</i> <i>To understand human and physical geography</i></p>	n/a	<ul style="list-style-type: none"> <li>To describe and understand key aspects of human geography, distribution of natural resources, energy, food, minerals, water and trade links</li> <li>To describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts</li> </ul> <p><b>Key vocabulary:</b> minerals, natural resources, coal, oil, trade, climate zones, biomes, vegetation belts, weathering, coastlines, boundaries, borders, bays, headlands, arches, stacks, stumps, spits, deposition, eroded</p>
<p><i>NC Objective- Geographical skills</i> <i>Geography skills</i></p>	<ul style="list-style-type: none"> <li>To use digital computing and maps to locate countries and compare features</li> </ul> <p><b>Key vocabulary:</b> features, digital, computing, countries</p>	n/a
<p><i>NC Objective- Fieldwork</i> <i>Fieldwork</i></p>	<ul style="list-style-type: none"> <li>To use fieldwork to observe, measure, record and present the human and physical features in the local area using plans, graphs and digital technologies</li> </ul> <p><b>Key vocabulary:</b> fieldwork, observe, measure, physical, digital, graphs</p>	n/a