



Riverside Primary School and Nursery
Key Learning and Vocabulary - Unit-by-unit
GEOGRAPHY



National Curriculum guidance



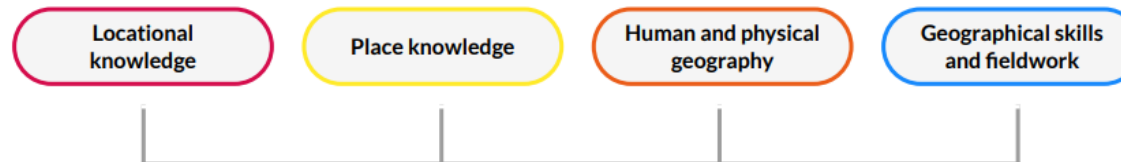
YEAR 1		
Unit 1 What is it like here?	Unit 2 What is the weather like in the UK	Unit 3 What is it like to live in Shanghai?
Key Learning	Key Learning	Key Learning
Name the country and town we live in and locate on a map identifying where they live.	Name the four countries in the United Kingdom	To know a continent is a group of countries
Make a map of the classroom using objects to represent objects in the classroom	Name and describe some seasonal changes	To know life is different in Shanghai in China
Recognise features of the school grounds on a map using observational skills	Begin to identify the four compass directions	To name physical and human features
Draw and design an aerial map of the playground at school	Name some weather types	
	Understand how the weather changes and what people may wear	
Vocabulary	Vocabulary	Vocabulary
Map, location, city, town, symbol, village, land, distance, country,	Temperature, weather, compass, direction, map, season, autumn, spring, summer, winter,	Continent, country, map, human feature, physical feature, compass points, Shanghai, symbol



Riverside Primary School and Nursery
Key Learning and Vocabulary - Unit-by-unit
GEOGRAPHY



National Curriculum guidance



YEAR 2		
Unit 1 - Would you prefer to live in a hot or cold place?	Unit 2 - Why is our natural world wonderful?	Unit 3 - What is it like to live by the coast?
Key Learning	Key Learning	Key Learning
To locate and label the seven continents.	To identify the Geographical characteristics of the UK	To locate the seas and oceans surrounding the UK
To locate the North and South poles and identify some of the physical features.	To know the names of the 5 oceans and locate it on a map.	To explain what the coast is
To locate the Equator on a world map and describe some of the physical features.	To locate some human and physical features on a map	To identify the physical features of the coast.
To recognise where different types of climate are located on a world map.	To investigate local habitats.	To identify the human features of the coast.
Vocabulary	Vocabulary	Vocabulary
Continent, land, country, sea, desert, compass, weather, human feature, physical feature, temperature, map, ocean, locate, globe,	Capital city, continent, country, human feature, physical feature, locate, land, map, ocean, key, landmark	Human feature, physical feature, coast,



Riverside Primary School and Nursery

Key Learning and Vocabulary - Unit-by-unit

GEOGRAPHY



National Curriculum guidance



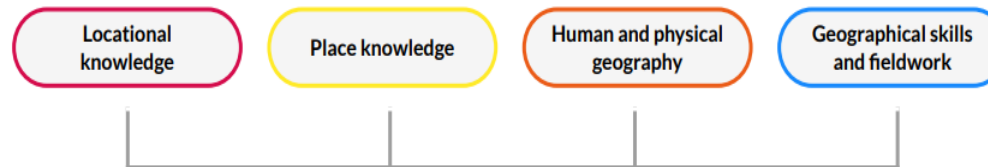
YEAR 3		
Unit 1 Why are rainforests important to us?	Unit 2 Who lives in Antarctica	Unit 3 Are all settlements the same?
Key Learning	Key Learning	Key Learning
To locate the Amazon rainforest on a world map	To be able to use longitude and latitude	To describe different types of settlements
To describe the features of a biome and some features of the Amazon rainforest	To describe the location and physical features of Antarctica.	To use a map and key to find the human and physical features near the school
To describe the characteristics of each layer of the rainforest.	To know who lives in Antarctica and why.	To explore the local area, find human and physical features and explain why they are there
To understand how indigenous people use the rainforest	To describe the human features of Antarctica.	To find out how the local area has changed over time
To describe why rainforests are important and understand the threats.	To use four figure grid references to plot Shackleton's route.	To compare the use of land in New Delhi and Maidenhead
To know how our local woodland area is used	To plan a simple route using a map and compass points.	
Vocabulary	Vocabulary	Vocabulary
Biome, Tropic of Capricorn, Tropic of Cancer, equator, forest floor, canopy layer, understorey, emergent layer, deforestation, global warming	Lines of longitude, lines of latitude, hemisphere, climate zone, compass points, direction, ice shelf, treat, drifting ice, iceberg	Linear, nucleated, dispersed, human features, local, physical features, population, region, urban, rural



Riverside Primary School and Nursery
Key Learning and Vocabulary - Unit-by-unit
GEOGRAPHY



National Curriculum guidance



YEAR 4		
Why do people live near volcanoes?	Where does our food come from?	What are rivers and how are they formed?
Key Learning	Key Learning	Key Learning
To know what a tectonic plate is and can explain how a mountain is formed.	To know where food comes from and the process of importation.	To know how a river is formed and be able to describe its features.
To know what volcanoes and earthquakes are, how they are formed and where and when they occur.	To know what climate change is and how food miles can affect it.	To be able to locate different rivers around the world and know about rivers in our local area.
To explain the positive and negative effects of living near a volcano.	To know about fair trade and the journey/process food (chocolate) takes from bean to production.	To know how a river is used and what the benefits are.
Vocabulary	Vocabulary	Vocabulary
inner core, outer core, mantle, crust, magma, tectonic plate, plate boundary, fold mountain, fault-block mountain, volcanic mountain, atlas, composite volcano, shield volcano, magma chamber, vent, pyroclastic flow, active volcano, dormant extinct, fertile, climate change, volcanic springs, geothermal, energy index, earthquake, tsunamis, fault line, epicentre, seismic waves, natural, man-made, igneous, sedimentary, metamorphic.	Trade, product, sustainability, import, food miles, fair trade, impact, climate, cocoa/cacao,	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall.



Riverside Primary School and Nursery

Key Learning and Vocabulary - Unit-by-unit

GEOGRAPHY



National Curriculum guidance

Locational
knowledge

Place knowledge

Human and physical
geography

Geographical skills
and fieldwork

YEAR 5

Unit 1 - What is life like in the Alps?

Unit 2 - Why do our oceans matter?

Unit 3 - Would you like to live in a Desert?

Key Learning

Key Learning

Key Learning

To locate the Alps on a map

To explain the importance of our oceans

To summarise the characteristics of a Desert biome

To locate and describe the physical and human characteristics of the Alps and why people visit

To locate and describe the Great Barrier Reef

To locate and explore features of a desert

To understand what you can do in our local area

To explain the impact humans have on coral reefs and oceans

To describe the physical features of a desert environment

To understand similarities & differences between the local area & an Alpine region. (local area walk)

To understand ways to keep our oceans healthy

To explain the different ways humans can use deserts

To understand the human and physical geography of The Alps

To collect, present and analyse data on the types of litter polluting the marine environment.

To describe some of the threats facing deserts

To explore the similarities and differences of two physical environments.

Vocabulary

Vocabulary

Vocabulary

Climate Fold mountain Glacier Temperate forest
Tourism Mountain range scale

Biodegradable coral bleaching coral reef decompose
Disposable ecosystem erosion habitat human footprint
Marine microplastics ocean current renewable energy

Aridbiome desertification drought flash flood
Mesa mining mushroom rock national park
natural arch nature reserve Rainfall



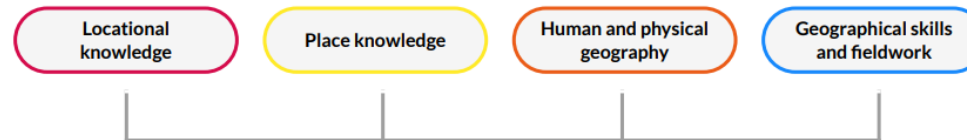
Riverside Primary School and Nursery

Key Learning and Vocabulary - Unit-by-unit

GEOGRAPHY



National Curriculum guidance



YEAR 6		
Unit 1- Why does population change?	Unit 2 - Can I carry out an independent fieldwork enquiry?	Unit 3 - Where does our energy come from?
Key Learning	Key Learning	Key Learning
To understand the change and distribution of the global population.	To develop an enquiry question	To know why energy sources are important
To define birth and death rates and describe why they change.	To determine the most effective data collection methods for fieldwork	To understand the benefits and drawbacks of different energy sources
To recognise the push and pull factors influencing migration.	To plan a route for a fieldwork trip	To understand how energy is generated in the United States
To begin to understand the impact climate change can have on the global population.	To collect the data to answer the enquiry question	To know how energy sources are distributed in an area
To collect data showing how population impacts the amount of traffic and little in an area.	To determine an answer to the enquiry question & present my findings.	To explain reasons for choosing an energy source
Vocabulary	Vocabulary	Vocabulary
Population, densely/sparsely populated, birth rate, push rate, migration, pull rates	Data collection, analyse, justify, subjective, enquiry, impact, route	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower