

An EYFS Geographer will:



Threshold Concepts	Learning	Vocabulary
<p style="text-align: center;">Investigate Places</p> <p>This concept involves understanding the geographical location of places and their human and physical features</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Name the village/town/city where they live and know that this is in England</p> <p>Discuss other significant places that are familiar.</p> <p>Begin to identify some similarities and differences between life in this country and life in other countries, drawing on knowledge for stories, non-fiction texts and (when appropriate) maps.</p> <p>Explore questions such as:</p> <p><i>Place:</i> What is it like here? What can I do here? How do I feel about it? What is special about it?</p> <p><i>Space:</i> Where am I? How do I get there? Is it near or far?</p> <p><i>Change:</i> How is this similar to and different from other places? How and why does this place change over time?</p>	<p>Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside, England, city, town, village, London, Morecambe, Lancaster, Heysham,</p>

	<p><i>Environment</i>; What other animals and plants live here? <i>Environment</i> What other animals and plants live here?</p> <p><i>Scale</i> How big is an ant's home?</p> <p><i>Making connections</i> Where does my lunch come from?</p>	
<p>Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Understand some important process and changes in the natural world around them, including the seasons.</p> <p>Describe what happens in different seasons and appropriate clothing used.</p> <p>Identify different types of weather and link to seasons.</p>	<p>Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds, rainbow.</p> <p>Winter, Spring, Summer, Autumn, Months, Year</p>
<p>Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Be able to communicate a simple route and represent this using different mediums such as through sand, journey stick, small world play and paper.</p> <p>Begin to understand that places can be represented on maps including a globe.</p>	<p>World, country, route, map, globe, directions.</p>

A Year 1 Geographer will:



Threshold Concepts	Learning	Vocabulary
<p data-bbox="309 619 577 655">Investigate Places</p> <p data-bbox="203 715 667 927">This concept involves understanding the geographical location of places and their human and physical features</p>	<p data-bbox="703 571 1496 683">Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p data-bbox="703 730 1496 799">Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p data-bbox="703 847 1496 916">Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p data-bbox="703 963 1496 995">Begin to name and locate the world's continents.</p> <p data-bbox="703 1043 1496 1145">Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p data-bbox="703 1193 1496 1262">Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p data-bbox="1523 580 1957 655">Country, capital, England, Scotland, Wales, Northern Ireland,</p> <p data-bbox="1523 719 1944 794">Europe, Oceania, North and South America, Antarctica, Asia, Africa</p> <p data-bbox="1523 847 2033 922">beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.</p>

<p style="text-align: center;">Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Identify land use around the school.</p>	<p>sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado</p>
<p style="text-align: center;">Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.</p> <p>Key, symbols, map, route</p>

A Year 2 Geographer will:



Threshold Concepts	Learning	Vocabulary
<p style="text-align: center;">Investigate Places</p> <p>This concept involves understanding the geographical location of places and their human and physical features</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's countries.</p> <p>Name and locate all of the world's continents and oceans.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p>North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean Country, capital, England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, Edinburgh, London Atlantic, Pacific, Indian, Southern, Arctic ocean</p> <p>beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.</p>

	Use aerial images and plan perspectives to recognise landmarks and basic physical features.	
<p>Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Lancaster/Morecambe) and of a contrasting non-European country (Australia including; Aboriginal people, animals and physical/human characteristics).</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Know location of Polar, Tropical (equatorial) and desert Climates</p> <p>Identify land use around the school.</p>	<p>temperature, climate, weather, polar and tropical to describe a location</p> <p>Climate, weather</p>
<p>Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>	<p>beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>city, town, village, factory, farm, house, office and shop.</p> <p>Compass north, south, east and west</p> <p>direction</p>

A Year 3 Geographer will:



Threshold Concepts	Learning	Vocabulary
<p style="text-align: center;">Investigate Places</p> <p>This concept involves understanding the geographical location of places and their human and physical features</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations (including Morecambe, Heysham, Lancaster) giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries of Europe and describe some human and physical features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Begin to name and locate counties (incl. Lancashire, Yorkshire and Cumbria) and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers.</p>	<p>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic</p> <p>continents, land mass, population, river, mountain range, volcano, earthquake, lake, desert,</p> <p>congestion, pollution, network, national, international</p> <p>County, Lancashire</p> <p>Country, Europe, capital city</p>

	Name and locate the countries of Europe and identify their main physical and human characteristics including population and tourism.	
<p>Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas including links to weather and climate as learned in Year 2.</p> <p>Describe some geographical similarities and differences between countries.</p> <p>Identify mountain ranges UK and Europe</p> <p>Describe earth's structure and what plate tectonics are</p> <p>Explain physical features of volcanoes and earthquakes</p> <p>Locate , label and describe the Pacific Ring of Fire</p>	<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>
<p>Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Describe some key aspects of:</p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements and land use.</p> <p>Continue to use 4 points of a compass and begin to use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>settlements and land use.</p> <p>North, north east, north west, south, south east, south west, east and west</p> <p>compass</p>

A Year 4 Geographer will:



Threshold Concepts	Learning	Vocabulary
<p data-bbox="293 619 562 655">Investigate Places</p> <p data-bbox="203 711 622 930">This concept involves understanding the geographical location of places and their human and physical features</p>	<p data-bbox="678 571 1480 639">Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p data-bbox="678 687 1323 724">Explain own views about locations, giving reasons.</p> <p data-bbox="678 767 1525 836">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p data-bbox="678 879 1541 995">Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p data-bbox="678 1038 1496 1107">Use a range of resources to identify the key physical and human features of a location.</p> <p data-bbox="678 1150 1525 1342">Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p data-bbox="1581 576 2029 794">continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis</p> <p data-bbox="1581 847 1995 922">river bed, source, mouth, channel, summit, mountain range</p>

<p style="text-align: center;">Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe some of the characteristics of these geographical areas including links to weather and climate as learned in Year 2.</p> <p>Describe some geographical similarities and differences between countries.</p> <p>Describe transportation types and advantages and disadvantages of these in cities.</p> <p>Describe some transportation routes nationally and internationally</p> <p>Understand processes involved in river erosion and deposition</p>	<p>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</p>
<p style="text-align: center;">Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Describe some key aspects of:</p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements and land use. Use eight points of a compass, four figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Locate world's main rivers Locate main rivers in Europe and countries of UK Label cross section of a river and describe it's shape</p>	<p>rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>settlements and land use.</p> <p>North, north east, north west, south, south east, south west, east and west</p> <p>Compass, map, key, symbols</p> <p>Co-ordinates</p>

	Continue to use 4 points of a compass and begin to use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
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A Year 5 Geographer will:



Threshold Concepts	Learning	Vocabulary
<p style="text-align: center;">Investigate Places</p> <p>This concept involves understanding the geographical location of places and their human and physical features</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use fieldwork to observe and measure the human and physical features of the local area and record results.</p> <p>Describe how the locality of the school has changed over time.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with different types maps).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use</p>	<p>colonised, indigenous, populous, sparsely, landlocked, landmass</p> <p>tropical, temperate, deciduous, desert, tundra, savannah, marine, freshwater, polar, precipitation, expansive, ecosystem, migration, when describing particular biomes.</p> <p>climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, settlements and land use.</p> <p>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</p>

	<p>patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North America and identify their main physical and human characteristics.</p> <p>Name and describe some of the world's biomes</p>	
<p>Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and begin to explain some of the reasons for change.</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</p>
<p>Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of</p>	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>

	<p>natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and/or the world.</p> <p>Create maps of locations and begin to identify patterns (such as: land use, climate zones, population densities, height of land of North America).</p>	<p>Four-figure grid references</p> <p>North, north east, north west, south, south east, south west, east and west</p> <p>Compass, map, key, symbols</p>
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A Year 6 Geographer will:



Threshold Concepts	Learning	Vocabulary
<p style="text-align: center;">Investigate Places</p> <p>This concept involves understanding the geographical location of places and their human and physical features</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including</p>	<p>international, destination, cargo, tourism, import, export, natural resources, air travel, sea freight, shipments, pollution, network settlements, land use, economic activity including trade links, the distribution of natural resources including food, energy, minerals, water supplies, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</p>

	<p>hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of South America and identify their main physical and human characteristics.</p> <p>Name and describe some of the world's biomes</p>	
<p>Investigate Patterns</p> <p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	<p>of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Diversity, region</p>
<p>Communicate Geographically</p>	<p>Describe and understand key aspects of:</p>	<p>climate zones, biomes and vegetation belts, rivers, mountains,</p>

<p>This concept involves understanding geographical representations, vocabulary and techniques</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) of South America.</p>	<p>volcanoes and earthquakes and the water cycle.</p> <p>settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>land use, climate zones, population densities, topography</p>
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