

EVELINE DAY SCHOOL
Developing Young Geographers
Knowledge, Skills and Vocabulary
Key Stage 1

Strands	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> • Identify the 4 countries that make up the United Kingdom and locate them on a map • Identify the oceans surrounding the United Kingdom • Identify where they live on a map of the United Kingdom • Name the capital cities of England, Ireland, Scotland and Wales • Name some of the main towns and cities in the United Kingdom • Name the continents of the world • Find the continents of the world on a map 	<ul style="list-style-type: none"> • Name and locate the continents of the world on a map and in an atlas • Name the world's oceans • Find the world's oceans on a map and in an atlas • Identify and locate major rivers and mountain ranges in the world • Identify the equator, north pole and south pole are on a globe and in an atlas
Place knowledge	<p><i>Local comparison study (e.g. London/Brighton)</i></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of contrasting areas of the United Kingdom 	<p><i>Year 2: Global comparison study (e.g. UK/Sri Lanka)</i></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Human and Physical Geography	<ul style="list-style-type: none"> • Begin to explain why they would wear different clothes at different types of year • Explain what they might wear if they lived in a very hot or a very cold place • <i>Name different jobs that people living in that area might do</i> • Tell someone their address • Explain the main features of a hot and cold place • Describe a locality using words and pictures • Explain how the weather changes with each season • Name key features associated with a town or a village (e.g. church, farm, shop, house) • Describe the key features of a place using words like, beach, 	<ul style="list-style-type: none"> • Describe human features of own locality (e.g. jobs people do) • Explain how the jobs people do may be different in different parts of the world • Explain how some people spoil an area • Explain how some people try to make an area better • Explain what facilities a town or village might need • <i>Explain how the weather affects different people</i> • Describe some physical features of own locality • Explain what makes a locality special • Describe some places that are not near the school

	<p>coast, forest, hill, mountain, ocean, valley</p> <ul style="list-style-type: none"> • Name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terraced house 	<ul style="list-style-type: none"> • Describe a place outside Europe using geographical words • Describe some of the features associated with an island • Describe in detail, the key features of a place using words like, beach, coast, forest, hill, mountain, ocean, valley • Find the longest and shortest route, using a map • Use a map, photographs, film or plan to describe a contrasting locality outside Europe
Geography Skills and Fieldwork	<ul style="list-style-type: none"> • Use basic symbols in a key • Follow a simple map (e.g. buildings, roads, fields,, or use one for a treasure hunt in the school grounds) • Trace around simple map shapes to reproduce symbols • With support, do a simple location or postcode search online • Explain the difference between image types (e.g. photo, drawing etc) • Use photographs (incl. aerial photos) to recognise basic features (e.g. school on satellite view) • Use NSEW for simple navigation (e.g. in a rectilinear maze in the playground) • Begin to use first-hand observation using senses (e.g. qualitative comments or measurements in non-standard units) • Measure to nearest 10cm, e.g. with metre stick painted in 5cm blocks • Use simple locational language to describe (e.g. near, far, NSEW) • Make simple recordings (e.g. lists, tallies and simple tables where the template is given) • Ask and answer simple questions about what they have seen or heard • Show some understanding of the ways we can find out about the world (e.g. books, museums, atlases, photographs) 	<ul style="list-style-type: none"> • Use and construct basic symbols in a key (recognise basic ordinate survey symbols) • Use simple grid references to locate squares on a map (e.g. A1, D5) • Devise a simple map (e.g. sketch a map of places in stories, school grounds etc) • Use digital technologies: zoom in and out on a map • Begin to highlight and annotate digital maps • Start to understand the purpose of different image types • Use aerial photographs and plan perspectives to recognise landmarks and basic features • Use NSEW to describe locations and routes on a map • Use first-hand observations (e.g. qualitative comments and starting to measure in standard units) • Measure to the nearest cm and g. • Use °C for temperature • Use simple locational knowledge (e.g. secure use of left/right from own perspective) • Make more sophisticated recordings (e.g. frequency tables) • Show curiosity by voluntarily asking questions about what they have seen, heard or read • Start to make selections, e.g. from or within sources of information • Identify ways that geography is presented and represented (e.g. fiction, images, maps)

Key Vocabulary	Year 1			Year 2		
Subject Focus	Map Near Underneath Compass point Far Centre Up	North Down (anti-)clockwise South position East Further	direction (quarter/half turn) West High(er) <i>(see, sight, smell, hear etc from science N.C)</i>	Atlas contains beyond Key further Right	Scale higher map Environment lower plan	Surroundings route Symbol furthest Left
Local Knowledge	Europe United Kingdom Antarctic Africa England Arctic	Asia London Indian North/South America Scotland Atlantic Belfast	Antarctica Edinburgh Pacific Australia Northern Ireland Cardiff Wales	Alternatives: North Sea Australasia Irish Sea Oceania Celtic Sea	Sahul Zealandia English Channel Eurasia Irish Republic/Eire]	Afro-Eurasia Dublin North and South Atlantic
Human Geography	City house Town shop	Factory journey Farm abroad	Capital country Village weekend	Office (material, artificial, natural from science N.C)	Estuary Bay	Channel Port Harbour
Physical Geography	Beach river hot Cliff soil cold Coast valley	Forest Hill month rain gauge Mountain year continent	desert wind vane Ocean Sea season Weather wind sock	Vegetation Temperature Seasonal Thermometer Daily (weekly monthly etc) Equator	Fortnight January February (etc) Island	Peninsula Poles (habitat, life cycle, food chain, food web from Sci NC)
Additional maths N.C Link Vocabulary	equal to, more/less than, larger smaller most least half whole share group summer autumn winter spring above below underneath centre journey guess nearly roughly, close to, old(er) new(er)			compare order value rank represents, stands for, exact(ly) round nearest fractions symbol calculate, measuring scale mass, weight, capacity, volume, set square		