**Stoke Hill Federation Geography Curriculum by Terms 2019 -**

**Year 3 Autumn Term**

*Human and Physical Geography*

Volcanoes and Earthquakes

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| **Vocabulary** | **Skills** |
| Volcanoes – a mountain from which hot melted rock, gas, steam and ash from inside the Earth sometimes burstEarthquakes – a shaking of the ground caused by the movement of the Earth’s crustMagma – molten rock formed in very hot conditions from inside the earthLava – a very hot liquid rock that comes from a volcanoCrater – a large hole in the ground caused by an explosion | Understand the processes that give rise to key physical features of the world  |

**Year 3 Spring Term**

*Locational Knowledge*

World Countries. Use maps to develop knowledge of where the countries of Europe, including Russia, and North and South America are in relation to each other.

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| **Vocabulary** | **Skills** |
| Continent – a large area of land that consists of several countriesCity – the largest type of settlement; UK cities often have a cathedralCountry – an area of land within a continent with its own government and bordersGlobal – happens in all parts of the worldOcean – a large body of salty water between continents | Develop contextual knowledge of the location of globally significant places |

**Year 3 Summer Term**

*Locational Knowledge*

World Countries. Use maps to develop knowledge of where the countries of Asia, including China, are in relation to each other.

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| **Vocabulary** | **Skills** |
|  | Develop contextual knowledge of the location of globally significant places |

**Year 4 Autumn Term**

*Human and Physical Geography*

Economic activity including trade links. Distribution of natural resources including energy, food, minerals and water

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| **Vocabulary** | **Skills** |
| Interaction – people communicate or spend time togetherInterdependence – conditions where all things depend on each otherSignificance – the importance something has and how it will affect the situationTrade – buying and selling goods and servicesNatural resources – land, forests, energy sources and minerals occurring naturally in a place, that can be used by people | Understand the processes that give rise to key human features of the world and how these are interdependent |

**Year 4 Spring Term**

*Locational Knowledge*

Name and locate the counties and cities of the UK, key topographical features including hills, mountains, coasts and rivers

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| **Vocabulary** | **Skills** |
| Topographical – a survey or a map which relates to a physical area of landHill – an area of land that is higher than the land around itMountain – taller than a hill; usually has steep sides and a peakCoasts – an area where the land meets a sea or oceanRiver – a large, natural stream of fresh water flowing across the land | Develop contextual knowledge of the location of globally significant places |

**Year 4 Summer Term**

*Geographical skills and fieldwork*

Use fieldwork to observe, measure, record and present the human and physical features of the local area – Roman Exeter

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| **Vocabulary** | **Skills** |
| Fieldwork – a study in the natural environmentHuman geography - a branch of geography dealing with human activity and how it impacts the EarthPhysical geography – a branch of geography that deals with the natural features of the Earth’s surfaceObserve – watch carefullyMeasure – finding an amount or size of somethingRecord – keep a written account of something | Collect, analyse, and communicate a range of data gathered through experiences of fieldwork |

**Year 5 Autumn Term**

*Human and Physical Geography*

Types of settlement and land use, linked to ‘Britain’s Settlement by the Anglo Saxons’

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| **Vocabulary** | **Skills** |
| Land use – the function of the landMinerals – a substance formed naturally in rocks and in the earth | Types of settlement and land use and economic activity including trade links |

**Year 5 Spring Term**

*Locational Knowledge*

Regions within the UK – land use, patterns and how these have changed over time

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| **Vocabulary** | **Skills** |
| Characteristics – qualities that make something recognizable Region – an area of land named for its location in a countryNames and locations of UK regions Human geographical features - places are recognized by their human characteristics Spatial variation – differences that occur in a particular area | Understand the processes that give rise to key human geographical features of the world, how these are interdependent, and how they bring about spatial variation and change over time |

**Year 5 Summer Term**

*Geographical skills and fieldwork*

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features – where the Vikings invaded and settled

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| **Vocabulary** | **Skills** |

**Year 6 Autumn Term**

*Geographical skills and Fieldwork*

Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including OS maps) to build their knowledge of the UK – linked to residential visit

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| **Vocabulary** | **Skills** |
| Compass – an instrument used to find directionCompass Rose – a diagram on a map which shows directionScale – referring to the size of somethingKey – a list of symbolsSymbol – small pictures used to represent a featureGrid Reference – the numbers that help to locate a place on a map  | Interpret a range of sources of geographical informationCommunicate geographical information in a variety of ways, including through maps and writing at length |

**Year 6 Spring Term and Sumer Term**

*Locational Knowledge*

Name and locate the counties and cities of the UK, key topographical features including hills, mountains, coasts and rivers

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| **Vocabulary** | **Skills** |
| Latitude – imaginary lines around the Earth showing the distance from the equatorLongitude – the distance west or east of a line passing through GreenwichEquator – an imaginary line around the middle of the Earth, equal distance from the North and South PoleNorthern hemisphere – the half of the globe lying to the north of the equatorSouthern hemisphere – the half of the globe lying to the south of the equatorTropics of Cancer and Capricorn – positioned approx 23.5 degrees north/south of the equatorArctic and Antarctic Circles – an imaginary circle lying approx 66.3 degrees north/south of the equatorPrime/Greenwich Meridian Time Zones – all time zones are measured from Greenwich Meridian | Extend knowledge and understanding beyond the local area, including the location and characteristics of the world’s most significant human and physical features |

Knowledge of the flags and capital cities of a range of countries across the world