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|  | **Key Concept** | **Explanation**  |
| **Key Stage 1 and** **Key Stage 2** | Location | A geographical position. Aspects of knowledge include compass direction, distances, continents and capital cities.  |
| Human Features | Things that are made or altered by people, such as settlements, farming, transport hubs and dams.  |
| Physical Features | Landforms which naturally occur, like mountains, valleys, and bodies of water. **Note: Features that appear natural but are put there or managed by humans (for example, fields, woodland, vegetation) are human features.**  |
| Physical Processes | Processes that change the physical features of environments. These processes can sometimes take millennia to happen and are ongoing. Examples of these processes include climate change, earthquakes and volcanoes, erosion and the water cycle.  |
| Human Processes | Processes that humans create and manage in the world. For example, migration, travel, trade, industry and pollution.  |
| Diversity | Differences between physical, human and cultural features. Some aspects of diversity which can be compared are:**Physical characteristics-** climate, bodies of water, existing types of relief and landscape.**Human characteristics-** population density, poverty levels and ethnicity. |
| Techniques | A way of finding out geographical information and communicating it. These include fieldwork, map reading and using an atlas. |

Below is an overview of the key concepts and vocabulary taught in geography throughout the school. These are revisited and built upon throughout children’s time at Mayespark.

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|  | **Unit of Work**  | **Key Vocabulary** |
| **Key Stage** **One** | Year 1 (Autumn 1) - Where do we come from?  | continents, oceans and UK, countries, climate zones |
| Year 1 (Spring 2) – Where can we see the sea? | north south east west, distance, capital city, landmarks, rivers, topography, postal, address, travel, busy, local, noise, crowds, human, manmade, physical, natural, population, sound, pollution, features, location, journey, coast, seaside, beach, urban, railway, England, Scotland, Wales, Ireland, United, Kingdom |
| Year 1 (Summer 1) – Where do I live?  | postal address, landmarks, human, London, materials, features, urban, transport, physical, noise, pollution, wildlife, proved, disproved, fieldwork, local  |
| Year 2 (Spring 1) - How would I take a penguin home? | Temperature, weather, climate, polar, equator, climate zone, tropical, environment, tropic of cancer/Capricorn, hemisphere, extreme, habitat |
| Year 2 (Spring 2) – What will the weather be like today?  | Temperature, weather, climate, climate zone, precipitation, sunshine, wet, dry, snow, season |
| **Lower Key** **Stage Two** | Year 3 (Autumn 2) – What is it like to live in the desert?  | Drought, globe, topography, habitat, environment, consequences, impact, effect, causes, sources, patterns, weather, data, predictions, water cycle, climate, desert, topography, Egypt, |
| Year 3 (Summer 1) – Does a river always run through it?  | Countries, rivers, topography, mountains, London, source, course, mouth, channel, river-bed, banks, flow, valleys, upstream, downstream, meanders, ox-bow lake, delta, estuary, Thames, Docklands, land use, residential, commercial (shops or banks), industry (factorial), transport, leisure, trade,  |
| Year 3 (Summer 2) – Can we hold back the tide? | Countries, rivers, topography, mountains, London, source, course, mouth, channel, river-bed, banks, flow, valleys, upstream, downstream, meanders, ox-bow lake, delta, estuary, Thames, Docklands, land use, residential, commercial (shops or banks), industry (factorial), transport, leisure, trade, flood defence, Barrier, land use, prevention,  |
| Year 4 (Autumn 1) – Is all of Europe the same? | Europe, UK, Rome, Italy, Greece, Athens, topography, mountains, islands, coast, cities, capitals, languages, climate zone, temperate, Mediterranean, destination, rivers |
| Year 4 (Summer 2) – What is the difference between mountains and volcanoes? | Roman, Vesuvius, Pompeii, accurate, Pliny, eruptions, layers, tsunamis, measuring, tectonic, earthquakes, volcanoes, preventing, damage, impact,  |
|  **Upper Key** **Stage Two** | Year 5 (Spring 1 ) – What is it like to live in a rainforest?  | natural resources, sources, evidence, Climate, biome, habitat, food chain, weather, layers of Amazonian Rainforest, weather, canopy, precipitation, equatorial,  |
| Year 5 (Spring 2/Summer 1) – Who needs the rainforest more?  | natural resources, sources, evidence, Climate, biome, habitat, food chain, weather, layers of Amazonian Rainforest, weather, canopy, precipitation, equatorial, import, export, trade,  |
| Year 6 (Spring) – What difference has 500 years made?  | Trade, trade routes, sources, reliability, attitude, impact, land use, settlement, import, residential, industrial, financial,  |