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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** | Where do I live? | local area, near/far, map, compass, North, East, South, West, aerial map / bird’s eye view, key, symbol, direction |
| What should I wear?  | weather, climate, hot and cold region, sea, ocean, river, soil, valley, vegetation, port, harbour |
| Where could I live?  | world, continent, ocean, sea, submerged, climate change, temperature, natural resources, equator, North and South Poles |
| Why is Oyugis a good place to live? | city, town, village, farming, landscape, rural, drought, climate, agriculture, Africa, transport, temperature |
| **Lower Key** **Stage Two** | Where should I go on a staycation? | county, staycation, international, tourism, culture, leisure |
| How did my lunchbox get here? | hamlet, city, town, village, settlement, transport/transportation, pollution, international, trade, import / export |
| How can we save the world? | Tropic of Cancer, Tropic of Capricorn, Prime Meridian, lines of longitude, lines of latitude, climate change, greenhouse gases  |
| Have I drunk this water before? | landform, weathering, atmosphere, watercourse, erosion, deposition, percolation, evaporation, biome, indigenous, landmass, landlocked, colony, topography, seismic, subduction, population |
| **Upper Key** **Stage Two** | 1. Are the cities paved with gold?2. Are the cities paved with gold? | Latitude, lowlands, agriculture, diversity, colonise, indigenous, populous, metropolitan, irrigation, confluence, topography, pesticide, subduction, seismicLandmass, population, enclave, inhabitant, traversing, landlocked, delta, mountain range, peak, summit |
| Is fracking a good thing?  | Plate Tectonics, tectonic plates, fault lines, dormant, collision, subduction, magnitude |
| How can I find my way? | ordinance survey maps, compass rose, lines or longitude and latitude, eastings, northings, grid reference |