

## Geography

| Summer Civilisations |   | Vocabulary   | Locational knowledge   | Place knowledge (similarities and differences)  | Human and physical Geography  | Geographical skills and fieldwork   |
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| KS1                  | <b>How is life different for children across the world?</b> | Similarities & differences United Kingdom contrasting non- European country city, town, village, coastal, rural physical geography human geography | Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country<br><br>Know how to use the key features of a location to say whether it is a city, town, village,coastal or rural area. | 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? How do children live in this place?). | Know the geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country<br><br>Know how physical and human geography affects the opportunities and lives of children in contrasting places | Use world maps, atlases and globes to identify the United Kingdom and its countries<br><br>Use maps to identify a contrasting non- European country   |
| LKS2                 | <b>Where does a river start and end?</b>                    | mouth source meander delta tributary northings eastings  | Identify the start and end of a local river using maps and where possible local visits<br>   | Describe the journey of a river comparing its size and use in different local places  | Know and describe the physical features of rivers.<br><br>Ask and answer geographical questions about the physical and human characteristics of a location  | Know how to use the eight points of a compass and four-figure grid references, to communicate knowledge of rivers and seas<br><br>Use fieldwork sketches maps and digital technologies to observe and locate local rivers |

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| <p><b>UKS2</b></p> | <p><b>How have cartographers represented London over time?</b></p> | <p>aerial images<br/>topological maps - as in London's Tube map and Ordnance Survey maps).<br/>human features<br/>physical features<br/>human activity</p> | <p>Use a range of geographical resources to give detailed descriptions of features of a location</p>  | <p>Know how physical features affect human activity within a location (London) over time.</p> <p>Know and compare the key features and uses of a range of maps such as aerial images, topological maps - as in London's Tube map and Ordnance Survey maps).</p> | <p>Know how the physical and human features of London have changed over time – using maps to explain their understanding</p>  | <p>Collect and analyse statistics and other information in order to draw clear conclusions about how a location has changed</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location</p> |
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