

For with God, everything is possible (Matthew 19:26)

Progression of knowledge, vocabulary, skills and suggested assessment outcomes

Locational and place knowledge	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
EYFS – My World Your World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences and similarities they have seen from stories and photos. Recognise some environments that are different to the one in which they live 	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>Map Where Place town</p>	<ul style="list-style-type: none"> Exploring countries on our class globe. Talk about the holidays we have been on and how they are different from where we live. Building different structures in the construction area based on buildings from around the world. 	<p>Children can demonstrate key knowledge, vocabulary and skills within provision when working with an adult</p>
Year 1 – Where do I live?	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> I live in St Helens and I know my address. (Revise from previous work) St Helens is in the county of Merseyside and in the country of England. The 4 countries of the UK are England, Scotland, Wales and Northern Ireland. The seas that surround the United Kingdom are The English Channel, North Sea, Irish Sea, Celtic Sea. I know the capital of England is London. I know the capital of Scotland is Edinburgh. I know the capital of Wales is Cardiff. I know the capital of Northern Ireland is Belfast. 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>London (proper noun) Edinburgh (proper noun) Cardiff (proper noun) Belfast (proper noun)</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>address, country, capital, sea, county, house, street, road, town, city, county, country, terraced house, semi-detached, detached, England, Ireland, Scotland, Wales,</p>	<ul style="list-style-type: none"> I can explain where I live and tell someone my address.(Recap) I can name and locate the four countries of the United Kingdom and locate them on a map. (Including capital cities) I can name the seas that surround the United Kingdom. 	<p>Children can locate the countries in the UK and can locate the capital cities. Children can name some of the water that surrounds the United Kingdom.</p>

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		<p>London, Cardiff, Edinburgh, Belfast. The English Channel, North Sea, Irish Sea, Celtic Sea.</p>		
<p>Year 2 – PART ONE Where in the world do I live?</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ol style="list-style-type: none"> 1. St Helens is in the county of Merseyside and in the country of England and in the continent of Europe. (Building on Y1 learning.) 2. The world is made up of seven continents: North America, South America, Europe, Africa, Asia, Australia and Antarctica. 3. The World has five oceans: Atlantic, Pacific, Indian, Southern, Arctic. 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Continent, ocean, country, county, Merseyside.</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>The 7 Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The 5 Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Country, atlas, United Kingdom, St Helens, Merseyside.</p> <p><u>Vocabulary on Crown Planners (to be</u></p>	<p>I can locate the seven continents on a map / globe. I can locate the five oceans on a map / globe.</p>	<p>Children can name the 7 continents of the world. Children can name the 5 oceans of the world. Children can locate the 7 continents on a map. Children can locate the 5 oceans on a map.</p> <p>Children can make</p>

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<p>Year 2 PART TWO Where would I rather live – England or Tanzania?</p>	<ul style="list-style-type: none"> Africa is a continent and it is made up of 54 different countries. Tanzania is in the continent of Africa. Tanzania’s capital city is Dodoma. 	<p><u>explicitly taught)</u></p> <p>National Park Dodoma coast continent human feature physical feature</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>Similarity, difference, digital mapping, aerial,rural</p>	<p>I can describe a place outside of Europe (Africa) using geographical words. I can understand similarities and differences through studying human and physical geography of a small area in a contrasting non-European country (African country.) I know human and physical features of St Helens and he area around Arise school in Tanzania. I can compare similarities and differences between St Helens and the area around Arise school in Tanzania.</p>	<p>comparisons between the area around Queen’s Park Primary school and Arise School in Tanzania, commenting on human and physical similarities and differences.</p>
<p>KS2. Focus of study:</p>				
<p>Year 3 – Cool counties</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ol style="list-style-type: none"> The city of Liverpool and my town St Helens is in the county of Merseyside The city of Salisbury, where Stonehenge is, is in the county of Wiltshire The counties which surround Merseyside are Lancashire, Greater Manchester and Cheshire The counties which surround Wiltshire are Somerset, Dorset, Gloucestershire, Hampshire, Berkshire and Oxfordshire. I know the human and physical features of Liverpool and Salisbury and can explain the land use 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Source(noun) Landmark (noun) City(noun) Town (noun) Tributary (noun) Human feature (adj, noun) Physical feature (adj.noun)</p> <p><u>Other key geographical vocabulary to be used</u></p>	<p><u>Key skills</u></p> <ul style="list-style-type: none"> I can name and locate some of the counties and cities of the United Kingdom. I can use an atlas by using an index to find places including Wiltshire. (Stonehenge History link.) I can recap on all map skills and field work. I know what makes a city and what makes a county. I know the counties surrounding Merseyside. I know the counties surrounding Wiltshire. I can use 8 compass points to describe counties in the UK. I can describe the land use in Merseyside and Wiltshire. 	<p>I can name The county I live in and its surrounding counties. I can locate the county I live in and its surrounding counties. I can name the county where Stonehenge is located, and some of the surrounding counties.</p>

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	<p>6. The River Mersey is in Liverpool. Its source is the Pennines.</p> <p>7. The River Avon is in Salisbury; it is a tributary to the River Severn. Its source is the Cambrian Mountains.</p>	<p><u>in this unit of work</u></p> <p>surrounding, land use</p> <p>County, city, town, source, river, tributary, Stonehenge, human, physical, land use, landmark.</p>	<ul style="list-style-type: none"> I know the River Mersey and the River Avon and know where they run through. 	<p>I can locate the county where Stonehenge is located, and I can locate some of the surrounding counties.</p> <p>I can compare land use of Merseyside and Wiltshire.</p>
<p>Year 4 – All aboard QP airways – Destination, Italy, Greece and Russia</p> <p>AND A Tourists guide of Chester (Part 2)</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> There are 44 countries in Europe and I can name at least ten of them I can name the capital cities of at least ten countries I can name human and physical features in the Lazio region of Italy and the North West region of England There are 44 countries in Europe and I can name at least ten of them I can name the capital cities of at least ten countries I can name human and physical features in the Lazio region of Italy and the North West region of England 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Continent (noun)</p> <p>region (noun)</p> <p>hemisphere (noun)</p> <p>equator (noun)</p> <p>locate (verb)</p> <p>Lazio (proper noun)</p> <p>Rome (proper noun)</p> <p><u>Part 2</u></p> <p>Grid references(4 figure)</p> <p>8 compass points</p> <p>town (noun)</p> <p>city(noun)</p>	<ul style="list-style-type: none"> I can name and locate the capital cities of neighbouring European countries. I can understand geographical similarities and differences through the study of human and physical geography. (Italy/Greece). I can name a number of countries in the Northern hemisphere. 	<p>I can name 10 European countries.(One of which must be Russia.)</p> <p>I can locate 10 European countries, one of which must be Russia.</p> <p>Children can name 10 European capital cities.</p> <p>I can name some human and physical features of Lazio region in Italy and the North West region of England and</p>

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		<p>county (noun) region (noun)</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>Northern Hemisphere, location, country, region, Europe, Russia, Greece, Italy, similarities, differences, equator, human, physical, continent, locate, Rome, Lazio, north west, Chester</p>		<p>compare similarities and differences.</p>
<p>Year 5 – Amazing Americas North America and Central America Is there more to North America than just the USA?</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> • I know the largest country in North America is Canada – Its capital city is Ottawa. • I know the smallest country in North America is St Kitts and Nevis – Its capital city is Basseterre. • I know there are Five Great Lakes in North America and I can name them. • I know that Niagara Falls is located on the Canada/USA border 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>region (noun) desert (noun) latitude(noun) arctic circle(noun) mountainous (adjective) continent (noun) border (noun)</p>	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • I know how to locate the continent of North America. • I know the countries, capitals and major cities of North America. <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> • I know the key human and physical characteristics of North America • I can locate them on a map and describe them <p><u>Lesson 3</u></p>	<p>I can name 10 countries in the continent of North America. (Including some central American countries.) I can locate some of these on a map.</p>

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	<ul style="list-style-type: none"> I know that latitude lines help with climate I know that longitude lines determine the time zones 	<p>equator (noun) longitude (noun)</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>Continent, environmental features, equator, region, mountainous, desert, human and physical features, longitude, latitude, arctic circle, tropics of cancer and Capricorn, time zones and climate zones.</p>	<ul style="list-style-type: none"> I can use digital and computer mapping to locate places in North America. I can use digital and computer mapping to describe the features of places within North America <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> I can study a region of the UK (North-West: Lake District) and a North American region (The Five Great Lakes) I can compare the features of these regions <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> I can identify the position and significance of latitude, the Arctic Circle and the Tropic of Cancer on North America. <p><u>Lesson 6</u></p> <ul style="list-style-type: none"> I can explain the effect of the climate and environment on people living in extreme areas (Mayans) <p><u>Lesson 7</u></p> <p>I can understand the significance of lines of longitude on a country/continent</p>	<p>I can name some of the capital cities. I can name some human features and locate them. I can name some physical features and locate them. I can compare human features of the Great Lakes with the Lake District. I can compare physical features of the Great Lakes with the Lake District. I know the significance of the Arctic circle and Tropic of Cancer and lines of latitude in N. America. I understand the significance of lines of longitude. I can explain the effects of</p>
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				climate and environment in these places.
<p>Year 6 – Amazing Americas South America – Is South America the same all over?</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> • There are 12 countries in South America (see list on the right) and 3 dependencies with a total of more than 385 million people living on the continent. • Largest Country: Brazil. The country is covering more than half the continent's landmass. Did you know that Brazil is only slightly smaller than the USA? • Longest River: Amazon River (6,437metres/4,000miles). The Amazon is not only the second longest river in the world after the Nile, but also the Amazon carries more water than the world's other 10 biggest rivers combined! • Driest Place: While South America's rain forests also are some of the wettest places on the earth, the Atacama desert in Chile is considered the driest place on earth. • Biggest Cities: The most populous city in South America is Sao Paulo. Almost half of the population of the South American continent lives in Brazil. • South America's landscape is dominated from mountains and highlands such as the Andes, river basins such as the Amazon and Orinoco and coastal plains where the Atacama Desert also belongs to. 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>region(noun) inland(adverb) fault line (noun) tundra (noun) desert(noun) grassland (noun) biome (noun) basin (noun) tropical (adj) canopy(noun) tribe(noun) migrate (noun) indigenous (adj)</p> <p><u>Other key geographical vocabulary to be used in this unit of work</u></p> <p>Topographical South America Atlas Regions Cities Capital City Inland Coast Country Location Earthquake Fault Line</p>	<ul style="list-style-type: none"> • I can demonstrate prior knowledge of South America. I can use maps and atlases to locate countries. • I can locate the world's countries, using maps to focus on South America, concentrating on the capital cities. • I can locate the world's countries, using maps to focus on South America, concentrating on their environmental regions and key physical and human characteristics. • I can identify the position and significance of latitude to the environmental region. • I know the environmental features of South America, with a particular focus on Brazil • I can use 8 compass points in reference to South America / Brazil • I can use 6 figure grid references. • I can use precise geographical words when describing geographical places. • I can understand why people choose to live in different environments. • I can explain the human and physical geography of a country. 	<p>I can name the 12 countries that make up South America. I can locate the countries that make up South America. I know the significance of latitude on the environmental region. I know some environmental features of Brazil.</p> <p>I can use 8 compass points to find an area in Brazil. I can use 6 figure grid references to locate a place in Brazil. I can explain some of the main human and physical</p>

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		Natural Disaster Instability Urbanisations Tundra Desert Grassland Forest Mountain Biome Equator Capricorn Amazon Basin Tropical Rainforest Canopy Indigenous Tribe Region Migrate Lifestyle Population Area Human Features Physical Feature		features of Brazil.
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