DIOCESE OF WORCESTER MULTI ACADEMY TRUST
TO LOVE | TO LEARN | TO SERVE

# Rushwick C of E Primary School

## *Ask, Seek, Knock*

*Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.*

# Geography Curriculum Policy

**Rushwick C.E. Primary School**

**Geography Curriculum Policy**

## Intent:

### Intent statement for Geography

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. The study of Geography should inspire in pupils a curiosity and fascination about the world and its people that should remain with them throughout their lives.

In EYFS at Rushwick School children work towards the Early Learning Goal 'Understanding the World' to gain the knowledge, skills and understanding of; People and Communities, The World and Technology. The overarching principles of; The Unique child, Enabling Environments, Positive Relationships and an understanding that children develop and learn in different ways at different rates, shape EYFS practice at Rushwick. Learning involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

In Key Stage 1, pupils investigate their locality, an area within the United Kingdom and a small area in a contrasting non-European country. They also learn of the continents and oceans of the world. At Rushwick, we aim to foster children's sense of awe and wonder at the beauty and diversity of the world around them and help them to understand their place and responsibilities within the world.

In Key Stage 2, pupils extend their knowledge to include Europe, North and South America. Pupils develop and use geographical skills including first hand observation, maps, atlases and globes to study human and physical features of the world. Children are encouraged to be curious and ask questions as they explore and locate countries, counties, cities, regions and topographical features and land use patterns. Children explore their role and responsibilities as global citizens linked closely with their learning in PSHE and British values.

## Implementation:

At Rushwick School geography is taught in units across 3 terms.

## Coverage – Key objectives and guidance:

## EYFS

ELG Understanding the world

People and communities:
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world:
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology:
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## National Curriculum

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location knowledge
- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography
• describe and understand key aspects of:
• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
• use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Over the seven years of a pupil's primary education, children will complete the full programme of the study for Geography.

At Key stage 1, Geography can form a part of integrated topics as long as knowledge, skills and understanding are addressed and key vocabulary used.

At Key stage 2, it is proposed that each year group covers two topics each school year.

A proposed curriculum programme is shown below:

**Geography Map for the whole school:**

| | Autumn | Spring | Summer |
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| EYFS | Understanding the world | | |
| Y1 | What is it like here?<br>Rushwick local area, map work, fieldwork | What is the weather like in the UK?<br>Countries and cities in the UK, seasons, compass<br>Using a key<br>fieldwork | What is it like to live in Shanghai?<br>Physical and human features<br>Continents, oceans, countries, contrasting to RUSHWICK<br>-field work |
| Y2 | Would you prefer to live in a hot or cold place?<br>Continents, climate zones, poles, equator, contrasting localities<br>-fieldwork –weather conditions | Why is our world wonderful?<br>Characteristics of UK, oceans in the world, natural habitats in RUSHWICK -fieldwork | What is it like to live by the Coast?<br>Continents and oceans of the world, countries, cities and seas of UK, physical geography of Weston Super Mare, link to human geography including land use, settlements and tourism –links -children in Somerset.<br>Visit WESTON SUPER MARE – comparing locality to Rushwick. |
| Y3 | Why do people live near Volcanoes?<br>Construction of the Earth, tectonic plates, formation of mountains, volcanoes and Earthquakes. Positive and negatives of living in a locality. Fieldwork –rock around RUSHWICK | Who lives in Antarctica?<br>Latitude and longitude, climate based upon tilt of the Earth axis, physical geography of the polar regions –human adaptation, Shackleton - fieldwork<br>-expedition | Are all settlements the same?<br>Comparing urban to rural. Human/physical geography of Rushwick and how it has changed. Compare and contrast with urban locality – BIRMINGHAM–fieldwork |
| Y4 | Why are rainforests important to us?<br>Biomes linked to climate, Amazon rainforest –link to tropics, physical geography of the Amazon, plant adaptation due to climate, people of the rainforest, human impact locally and globally –fieldwork –local woodland's uses WYRE FOREST | Where does our food come from?<br>Biomes and mapping food distribution, fair trade –link to Cadburys and cocoa. Explore their school dinners. Fieldwork –data collect where our food comes from.<br>CADBURYS/TESCO | What are rivers and how are they used?<br>Water cycle, use of water, name and map major rivers in UK and world, features of rivers and how they are used, pros/cons<br>RIVER SEVERN |
| Y5 | What is life like in the Alps?<br>Mountain ranges, tourism – | Why do oceans matter?<br>Oceans, human impact, Great | Would you like to live in the desert?<br>Hot desert biomes, map global deserts, |

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| | human and physical impact. Compare to tourism in Worcester Field work | Barrier Reef study, plastic and pollution damage to marine environment, eco friendly choices, Fieldwork –littering | Mojave desert –physical features, how humans use the desert, environmental threat. |
| Y6 | Why does population change?<br>Global population, populated areas, case studies –birth/death rate, social/economic/environmental influences on migration.<br>Fieldwork –population in local area. | Where does our energy come from?<br>Time zones, natural source of energy in UK compared to USA. Renewable and non-renewable energy and the social/economic/environmental impact. Fieldwork –solar panels | Can I carry out an independent fieldwork enquiry?<br>Planning, conducting an investigation on a local issue. Enquiry question, data, record, analyse, present.<br>Links to local schools/DOWMAT |

**Progression Framework**

**Progression journey in Geography**

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
|---|---|---|---|---|---|---|
| **Geographical enquiry** | • Teacher led enquiries, to ask and respond to simple closed questions.<br>• Use information books/pictures as sources of information.<br>• Investigate their surroundings<br>• Make observations about where things are e.g. within school or local area. | • Children encouraged to ask simple geographical questions; Where is it? What's it like?<br>• Use NF books, stories, maps, pictures/photos and internet as sources of information.<br>• Investigate their surroundings<br>• Make appropriate observations about why things happen.<br>• Make simple comparisons between features of different places. | • Begin to ask/initiate geographical questions.<br>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.<br>• Investigate places and themes at more than one scale<br>• Begin to collect and record evidence<br>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | • Ask and respond to questions and offer their own ideas.<br>• Extend to satellite images, aerial photographs<br>• Investigate places and themes at more than one scale<br>• Collect and record evidence with some aid<br>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | • Begin to suggest questions for investigating<br>• Begin to use primary and secondary sources of evidence in their investigations.<br>• Investigate places with more emphasis on the larger scale; contrasting and distant places<br>• Collect and record evidence unaided<br>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life | • Suggest questions for investigating<br>• Use primary and secondary sources of evidence in their investigations.<br>• Investigate places with more emphasis on the larger scale; contrasting and distant places<br>• Collect and record evidence unaided<br>• Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it |

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| **Direction/Location** | • Follow directions (Up, down, left/right, forwards/backwards) | • Follow directions (as yr 1 and inc'. NSEW) | • Use 4 compass points to follow/give directions:<br>• Use letter/no. co-ordinates to locate features on a map. | • Use 4 compass points well:<br>• Begin to use 8 compass points;<br>• Use letter/no. co-ordinates to locate features on a map confidently. | • Use 8 compass points;<br>• Begin to use 4 figure co- ordinates to locate features on a map. | • Use 8 compass points confidently and accurately;<br>• Use 4 figure co-ordinates confidently to locate features on a map.<br>• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. |
| **Drawing maps** | • Draw picture maps of imaginary places and from stories. | • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) | • Try to make a map of a short route experienced, with features in correct order;<br>• Try to make a simple scale drawing. | • Make a map of a short route experienced, with features in correct order;<br>• Make a simple scale drawing. | • Begin to draw a variety of thematic maps based on their own data. | • Draw a variety of thematic maps based on their own data.<br>• Begin to draw plans of increasing complexity. |
| **Representation** | • Use own symbols on imaginary map. | • Begin to understand the need for a key.<br>• Use class agreed symbols to make a simple key. | • Know why a key is needed.<br>• Use standard symbols. | • Know why a key is needed.<br>• Begin to recognise symbols on an OS map. | • Draw a sketch map using symbols and a key;<br>• Use/recognise OS map symbols. | • Use/recognise OS map symbols;<br>• Use atlas symbols. |

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| **Using maps** | • Use a simple picture map to move around the school;<br>• Recognise that it is about a place. | • Follow a route on a map.<br>• Use a plan view.<br>• Use an infant atlas to locate places. | • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) | • Locate places on large scale maps, (e.g. Find UK or India on globe)<br>• Follow a route on a large scale map. | • Compare maps with aerial photographs.<br>• Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)<br>• Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) | • Follow a short route on an OS map. Describe features shown on OS map.<br>• Locate places on a world map.<br>• Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| **Scale/Distance** | • Use relative vocabulary (e.g. bigger/smaller, like/dislike) | • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) | • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) | • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) | • Measure straight line distance on a plan.<br>• Find/recognise places on maps of different scales. (E.g. river Nile.) | • Use a scale to measure distances.<br>• Draw/use maps and plans at a range of scales. |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Perspective** | • Draw around objects to make a plan. | • Look down on objects to make a plan view map. | • Begin to draw a sketch map from a high view point. | • Draw a sketch map from a high view point. | • Draw a plan view map with some accuracy. | • Draw a plan view map accurately. |
| **Map knowledge** | • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. | • Locate and name on UK map major features e.g. London, River Thames, home location, seas. | • Begin to identify points on maps A,B and C | • Begin to identify significant places and environments | • Identify significant places and environments | • Confidently identify significant places and environments |
| **Style of map** | • Picture maps and globes | • Find land/sea on globe.<br>• Use teacher drawn base maps.<br>• Use large scale OS maps.<br>• Use an infant atlas | • Use large scale OS maps.<br>• Begin to use map sites on internet.<br>• Begin to use junior atlases.<br>• Begin to identify features on aerial/oblique photographs. | • Use large and medium scale OS maps.<br>• Use junior atlases.<br>• Use map sites on internet.<br>• Identify features on aerial/oblique photographs. | • Use index and contents page within atlases.<br>• Use medium scale land ranger OS maps. | • Use OS maps.<br>• Confidently use an atlas.<br>• Recognise world map as a flattened globe. |

**Key Vocabulary – Geography - Rushwick C.E Primary School**

**(The names of the seven continents are to be revisited yearly)**

| **Reception**<br><br>**It is suggested that these words be woven into the teaching throughout the year, through the EYFS approach of using key texts and child initiated activities.** | |
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| World | People |
| Country | Season |
| Land | Spring |
| Sea | Summer |
| Beach | Autumn |
| Place | Winter |
| Home | Weather |
| House | Near |
| School | Far |
| Shop | Farm |

| **Year 1** | | | |
|---|---|---|---|
| Oceans | North Pole | Island | Key |
| Pacific | South Pole | United Kingdom | Local |
| Atlantic | Countries | Equator | Village |
| Indian | Globe | Continents | Town |
| Southern | Map | Atlas | City |
| Arctic | | | |
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| **Year 2** | | **Year 3** | |
| Asia | English Channel | Water cycle | Minerals |
| Africa | Irish sea | Evaporation | Latitude |
| North America | Similarities | Condensation | Longitude |
| South America | Differences | Precipitation | Northern hemisphere |
| Antarctica | Contrast | River | Southern hemisphere |

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| Europe | Environment | Coast | Ordnance survey map |
| Australia/ Oceania | Human | Valley | 8 point compass |
| Capital city | Physical | Meander | Symbol |
| Edinburgh | North | Erosion | Topography |
| Cardiff | South | Deposition | Migration |
| London | East | Flood plain | Agriculture |
| Belfast | West | Settlement | Counties |
| England | Landmark | Hill | |
| Northern Ireland | Fieldwork | Natural resources | |
| Scotland | Coordinates | energy | |
| Wales | | | |
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| **Year 4** | | **Year 5** | |
| Mountain | Arctic Circle | Coastline | Biome |
| Base | Antarctic circle | Horizon | Trade |
| Foot | Prime | Port | Population |
| Peak | Greenwich | Harbour | Tourism |
| Summit | Meridian | Cliff | Economic |
| Altitude | Time zone | Tide | |
| Aerial | Infrastructure | Sand dunes | |
| Elevation | Canal | mudflats | |
| Mountain range | Railway | Saltmarsh | |
| Climate zone | Sketch map | Estuary | |
| Vegetation | Observation | Lighthouse | |
| Region | Measure | Pier | |
| Tropic of Cancer | Record | Tidal wave | |
| Tropic of Capricorn | | | |
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| **Year 6** | | | |
| Volcano | Core | Revenue | |
| Magma | Mantle | Trade links | |
| Lava | Crust | Urban | |
| Vent | Earthquake | Rural | |

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| Dormant | Fault | Inhabitants | |
| Extinct | Epicentre | Transportation | |
| Active | Seismic | international | |
| Crater | Richter Scale | 4 figure grid reference | |
| Eruption | Magnitude | 6 figure grid reference | |
| Tectonic plates | Tsunami | | |
| Plate boundary | Economy | | |

**Vocabulary –** National Curriculum Glossary

| Keyword | Location in NC document | Definition 1 (Taken from Collins English Dictionary unless otherwise stated) | Definition 2 (Provided by PGCE Geography student) |
|---|---|---|---|
| Aerial photograph | Aims | A photograph taken from an aircraft or satellite in flight. (www.dictionary.com) | An image taken from an elevated position. |
| Arctic Circle | KS2 | The imaginary circle around the earth, parallel to the equator, at latitude 66° 33′ north. | The line of latitude approximately 66° 33′ north of the Equator |
| Atlas | KS1 and | A collection of maps, usually in book form . | Book/collection of maps. |

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| | KS2 | | |
| Beach | KS1 | An area of sand or shingle sloping down to a sea or lake. | A depositional feature along a shoreline of a river, lake or the sea. |
| Biome | KS2 | A **biome** is a large area on the Earth's surface that is **defined** by the types of animals and plants living there<br>(www.geographyforkids.com) | An area of the world whose flora and fauna is determined by climatic conditions. |
| Characteristics | KS2 | A distinguishing quality, attribution or trait. | Features of a place or process |
| City | KS1 and KS2 | Any populous place. In Britain, a city is recognised as a town that has received the title from the crown. | A large settlement of people found within a country. |
| Climate | KS2 | The long term prevalent weather conditions of an area, determined by latitude, altitude etc. | Average weather conditions of a place, including rainfall and temperature. |
| Coast | KS1 | The line or zone where the land meets the sea. | The boundary between land and sea. |
| Compass | KS1 | Magnetic instrument used for finding direction, having a magnetic needle which points to the magnetic north. | A tool for showing direction. |
| Compass Rose | - | A decorative device printed on a map showing points of the compass. | A diagram on a map which shows direction |
| Continent | KS1 | One of the earths large land masses. | Large land masses which with the exception of Antarctica are made up of a group of countries. The seven continents are Africa, Antarctica, Asia, Europe, North America, Oceania and South America. |
| Country | KS1 and KS2 | Any political unit or state on a national scale, regardless of whether it is dependent or independent. | An area of land with boundaries which fits within a continent. |
| Desert | KS2 | A region that is devoid or almost devoid of vegetation because of low rainfall. | A large area of land characterised by low levels of rainfall and aridity. |
| Distribution | KS2 | Arrangement or location of something. | A description of how something is spread out. |
| Earthquake | KS2 | A series of vibrations at the earth's | Tremors felt on the earth's |

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| | | surface caused by movement along a fault place, volcanic activity, etc. | surface caused by tectonic movement. |
| Environment | Purpose of Study | External conditions or surroundings. | The natural surroundings of a place. |
| Equator | KS1 | The great circle of the earth, equidistant from the poles, dividing the Northern and Southern hemispheres. | An imaginary line around the centre of the earth at O° latitude. |
| Factory | KS1 | A building or group of buildings containing a plant assembly for the manufacture of goods. | A place of work that produces goods to be sold. |
| Farm | KS1 | A tract of land, usually with house and buildings, cultivated as a unit or used to rear livestock. | A place where livestock is reared or crops grown. |
| Fieldwork | Aims KS1 | An investigation or search for material or data, made in the field opposed to the classroom. | Looking at geography outdoors or in real life context. |
| Forest | KS1 | A large wooded area having a thick growth of trees and plants. | A large group of trees e.g. coniferous, deciduous or tropical. |
| GIS<br>Geographical Information Systems | Aims | A system for storing and manipulating geographical information on computer.(www.merriam-webster.com) | The acronym for Geographical Information Systems , a computer based system for mapping and analyzing data and features for a location in the world. |
| Global | Aims | Covering or relating to the whole world. | Relating to something which is happening on a world scale. |
| Hemisphere | KS2 | Half of the terrestrial globe, dividing into northern and southern hemispheres by the equator and eastern and western hemispheres by some meridians, usually 0° and 180° | A half of the earth e.g. the Northern and Southern hemispheres |
| Hill | KS1 | A natural elevation of the earth's surface, less high or craggy than a mountain. | A mound of earth with an increasing gradient. |
| House | KS1 | A building used as a home or dwelling. | A place where someone lives. |
| Human processes | Purpose of study | A process in which human beings are involved (www.thefreedictionary.com) | Things created/affected by people. These processes would not occur without human involvement. |
| Interaction | Purpose of study | A mutual or reciprocal action. | The links and connections between people, places or processes. |
| Interdependent | Aims | When two or more things are dependent on each other. | Where people, places and processes rely on other people, places and processes in order to work. |

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| Landmark | KS1 | A prominent or well known object in or feature of a particular landscape. | A human or physical feature which is well known in an area and can represent that place. |
| Land use | KS2 | Function of the land – what it is used | The purpose given or the |

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| | | for. (www.internetgeography.net) | activities which take place in a given area of land. |
| Latitude | KS2 | An angular distance measured in degrees north and south of the equator. | An imaginary circle drawn parallel to the equator. |
| Locality | KS1 | A neighbourhood or area. The site or scene of an event.<br>The fact or consideration of having a location or position in space. | An area and its surroundings. |
| Location | KS1 and KS2 | A site or position; situation. | The description of where something is in relation to its surroundings. |
| Longitude | KS2 | Distance in degrees east or west of the Prime Meridian at O° measured by the angle between the plane of the prime meridian and that of the meridian through the point in question, or by time difference. | Distance measured in degrees east and west of the Prime Meridian. |
| Map | Aims | A diagrammatic representation of the earth's surface or part of it, showing the geographical distribution of features. | Diagram to show where places are located and features of places. |
| Minerals | KS2 | Any of a class of naturally occurring solid inorganic substances with a characteristic crystalline form and a homogenous chemical composition. | A naturally occurring material found in the earth. |
| Mountains | KS2 | A natural upward projection of the Earth's surface, higher and steeper than a hill. | A natural elevation of the Earth's surface – higher than a hill. |
| Observational skills | KS1 | - | The ability of looking at something and describing its features. |
| Ocean | KS1 | A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern. | An expanse of sea water. |
| Office | KS1 | A room or rooms in which business, professional duties, clerical work, etc. are carried out. | A place of work. |
| Pattern | KS1 | An arrangement of repeated or corresponding parts. | A sequence that can be identified, described and explained. |
| Physical processes | Purpose of study | - | An event or sequence of events that occur naturally due to the power of the planet. |
| Plan perspective | KS1 | An outline or sketch | A simple diagram which can shows a birds eye view or a cross section of an area/feature. |
| Region | KS2 | An area considered as a unit for geographical reasons. | A named area within a country. |

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| Resource | Purpose of study | A source of economic wealth, especially of a country or business enterprise.<br>A supply or source of aid or support; | Something that people can make use of. |

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| | | something resorted to in time of need. | |
| River | KS1 KS2 | A large natural stream of fresh water flowing a long a definite course, usually into the sea. | A natural channel of water flowing from source to mouth. |
| Scale | Purpose of study | The ratio between the size of something real and that of a representation of it. | A measurement of the size of something; can allow actual size to be represented on a smaller level e.g. maps. Can also be used to look at different contexts – local, national and global. |
| Seasonal | KS1 | Of, relating to, or occurring at a certain season or seasons of the year. | A process or pattern which can be identified at a certain time of the year. |
| Shop | KS1 | A place for the retail sale of goods and services. | A place where goods are bought and sold. |
| Significance | KS2 | The consequence or importance of something | How important and relevant something is. |
| Spatial variation | Aims | A difference of or relating to a space | Differences which occur within or between areas. |
| Soil | KS1 | The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water and air. | The layer of the earth's land surface composed of a variety of natural materials such as organic materials, rocks and minerals. |
| Symbol | KS1 | Something that represents or stands for something else. | An image used to represent a word, often seen on maps. |
| Time zone | KS2 | A region throughout which the same standard time is used. There are 24 time zones in the world, demarcated approximately by meridians at 15°intervals, an hour apart. | These are determined by lines of longitude and distance east or west of the prime meridian. |
| Topographical | KS2 | Detailed description of the surface features of a region. | Pertaining to the height, relief or surface features of an area. |
| Trade | KS2 | The act or instance of buying and selling goods and services. | The exchange of goods and services between two or more parties. |
| Tropic of Capricorn | KS2 | Line of latitude at 23.5°S of the equator. | Line of latitude 23.5° S of the equator. Between the tropics tropical rainforests are common. |
| Tropic of Cancer | KS2 | Line of latitude 23.5°N of the equator. | Line of latitude 23.5 ° N of the equator. Between the tropics tropical rainforests are common. Along the tropic of Cancer a number of the world's largest hot deserts are located due to high pressure. |

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| Variation | Aims | The act, process, condition, or result of changing or varying .<br>Something that differs from a standard or convention. | Differences which can exist between places (spatial variation) or over time (temporal variation). |

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| Vegetation belt | KS2 | Plant life as a whole within a certain area. | An area of the planet characterised by certain flora (plants) due to climatic conditions. |
| Valley | KS1 | A long depression in the land surface, usually containing a river, formed by erosion or movements in the earth's crust. | A depression in the landscape, found in areas of hilly or mountainous relief. Usually formed by erosion;– rivers or glaciers , or tectonic processes. |
| Village | KS1 | A small group of houses in a country area, larger than a hamlet. | A small settlement, including a number of houses and possibly some services such as a shop. |
| Volcano | KS2 | An opening in the earth's crust from which molten lava, rock fragments, ashes, dust and gases are ejected from below the earth's surface. | A point of the earth's surface where magma escapes, becomes lava and solidifies due to tectonic movement in the earth's crust. |
| Water cycle | KS2 | The circulation of the earth's water, in which water evaporates from the sea into the atmosphere where it condenses and falls as rain or snow. | The continual movement of water both on the earth and in the atmosphere due to the processes of evaporation, condensation, evection, precipitation, infiltration and surface run-off |
| Weather | KS1 | The day to day meteorological conditions, especially temperature, cloudiness and rainfall, affecting a specific place. | Conditions created by day to day changes in the earth's atmosphere. |

Additional subject specific vocabulary relating to topics may also be used. Subject specific vocabulary will be modelled by staff and on display in classrooms where appropriate.