

## Cycle 4 – Creating a Better World

	Foundation Stage	1	2	3	4	5	6
							
<b>Fieldwork</b>	<p><b>2FEL:</b> Weather and season changes.</p> <p><b>Nursery:</b> Seasonal change, weather and habitats.</p> <p><b>Reception:</b> Locality – gardens, parks and farm.</p>	<p><b>Urban and rural</b></p> <p><b>Gleadless ancient woodlands, Sheffield</b></p>	<p><b>Human and Physical Features</b></p> <p><b><i>Graves Park comparison with Gleadless, Sheffield</i></b></p>	<p><b>Rivers and Valleys and the Water Cycle</b></p> <p><b><i>The River Porter in the Porter Valley</i></b></p>	<p><b>Weather, climate zones, biomes and vegetation belts</b></p> <p><b><i>The 'Surprise View' and Padley Gorge in The Peak District</i></b></p>	<p><b>Volcanoes and Earthquakes</b></p> <p><b><i>Treak Cliff Cavern in Castleton in the Peak District</i></b></p>	<p><b>Mountains and Tourism</b></p> <p><b><i>'The Heights of Abraham' in Matlock, Derbyshire</i></b></p>
<b>National Curriculum</b>	Refer to EYFS planning	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Significant historical places in their own locality (ancient woodland)</li> </ul> <p><b>Geography:</b></p> <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes.</li> <li>Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Devise a simple map and use and construct basic symbols in a key.</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Significant historical places in their own locality (ancient woodland)</li> <li>Changes within living memory (building of Gleadless in 1950s)</li> </ul> <p><b>Geography:</b></p> <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes.</li> <li>Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Skills and fieldwork: use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> <li>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of OS maps) to build their knowledge.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Skills and fieldwork: use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> <li>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of OS maps) to build their knowledge.</li> <li>Use fieldwork to observe, measure, record and present the human and physical</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Skills and fieldwork: use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> <li>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of OS maps) to build their knowledge.</li> <li>Use fieldwork to observe, measure, record and present</li> </ul>	<p><b>History:</b></p> <p>A study or aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Geography:</b></p> <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Skills and fieldwork: use maps, atlases, globes and digital computer mapping to locate countries and describe features.</li> <li>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of OS maps) to build their knowledge.</li> <li>Use fieldwork to observe, measure, record and present</li> </ul>

		<p>Place knowledge:</p> <ul style="list-style-type: none"> <li>Understand similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-european country.</li> </ul>	<ul style="list-style-type: none"> <li>Devise a simple map and use and construct basic symbols in a key.</li> </ul> <p>Place knowledge:</p> <ul style="list-style-type: none"> <li>Understand similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-european country.</li> <li></li> </ul>	maps, plans and graphs, digital technologies.	features in the local area using a range of methods including sketch maps, plans and graphs, digital technologies.	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, digital technologies.</li> </ul>	the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, digital technologies.
<b>Core Questions</b>		<p><b>(Place)</b> Where is this place (ancient woodlands) located? Why is this place like this? What makes this place unique?</p> <p><b>(Physical and Human Processes)</b> What are the physical and human features of this place?</p> <p><b>(Interdependence)</b> How do humans and animals use this place? How does this place depend on other places?</p> <p><b>(Scale)</b> is this local, regional, national, international or global? How do you know?</p> <p><b>(Sustainable Development)</b> Is this place or process sustainable? Does it need to be? Why? What can be done to ensure sustainability? How has this place been protected from human change?</p> <p><b>(Environmental Impact)</b> Does the ancient woodlands have an impact on the local environment?</p> <p><b>(Change over Time)</b> How is this place changing?</p>	<p><b>(Place)</b> Where is Gleadless and Graves Park located? Why are these places like this? (What makes these places unique?)</p> <p><b>(Physical and Human characteristics)</b> What are the physical and human features of this place?</p> <p><b>(Interdependence)</b> How does the location of Graves Park rely on visitors? What impact do visitors have on the park and surrounding area?</p> <p><b>(Scale)</b> is this local, regional, national, international or global? How do you know?</p> <p><b>(Sustainable Development)</b> Is the natural environment in Graves Park sustainable? Does it need to be? Why? What can be done to ensure sustainability?</p> <p><b>(Environmental Impact)</b> What is the impact of visitors and human use on plants and animals in Graves Park?</p> <p><b>(Change over Time)</b> How are these place(s) changing?</p>	<p><b>(Place)</b> Where is this river and Valley? Why is this place like this? (What makes these places unique?)</p> <p><b>(Physical and Human characteristics and processes)</b> What are the physical and human features and process of this river?</p> <p><b>(Interdependence)</b> How do people and the environment depend on this river?</p> <p><b>(Scale)</b> are these rivers local, regional, national, international or global? How do you know?</p> <p><b>(Sustainable Development)</b> is this river sustainable? Does it need to be? Why? What can be done to ensure sustainability?</p> <p><b>(Environmental Impact)</b> What is the impact of this river its local environment? What impacts on the river?</p> <p><b>(Change over Time)</b> How is this river changing?</p> <p><b>(Space)</b> How is this river space used? And how is it managed?</p>	<p><b>(Place)</b> Where is Padley Gorge and Longshaw Estate (and Gleadless) located? Why is this place like this? (What makes these places unique?)</p> <p><b>(Physical and Human characteristics)</b> What are the physical and human features and processes of this place?</p> <p><b>(Interdependence)</b> How does these area(s) depend on the weather?</p> <p><b>(Scale)</b> is this local, regional, national, international or global? How do you know?</p> <p><b>(Sustainable Development)</b> Is the natural environment in this area sustainable? Does it need to be? Why? What can be done to ensure sustainability?</p> <p><b>(Environmental Impact)</b> What is the impact of the weather on this area?</p> <p><b>(Change over Time)</b> How are these place(s) changing?</p>	<p><b>(Place)</b> Where is Castleton located? Why is this place like this? (What makes these places unique?)</p> <p><b>(Physical and Human characteristics)</b> What are the physical and human features and processes of this place? Describe the process of earthquakes and volcanoes?</p> <p><b>(Interdependence)</b> How does the surrounding settlements and population depend on the area of Castleton?</p> <p><b>(Scale)</b> is this local, regional, national, international or global? How do you know?</p> <p><b>(Sustainable Development)</b> are the areas surrounding Castleton sustainable? Do they need to be? Why? What can be done to ensure sustainability?</p>	<p><b>(Place)</b> Where are the mountains of the world and the Alps located? Why is Matlock like this? (What makes these places unique?)</p> <p><b>(Physical and Human characteristics)</b> What are the physical and human features and processes of Matlock?</p> <p><b>(Interdependence)</b> How does the surrounding settlements and population depend on Matlock? How does this compare with the Alps and other mountain ranges?</p> <p><b>(Scale)</b> is this local, regional, national, international or global? How do you know?</p> <p><b>(Sustainable Development)</b> Is the natural environment in Matlock sustainable? Does it need to be? Why? What can be done to ensure sustainability?</p>

		<p><b>(Space)</b> How is the space used? And how is it managed?</p> <p><b>(Cultural Awareness and Cultural Diversity)</b> Who uses this space or process? What are their unique characteristics?</p>	<p><b>(Space)</b> How is this space used? And how is it managed?</p> <p><b>(Cultural Awareness and Cultural Diversity)</b> Who uses this space or process? What are their unique characteristics?</p>	<p><b>(Cultural Awareness and Cultural Diversity)</b> Who uses this river? What are their unique characteristics?</p>	<p><b>(Space)</b> How is this space used? And how is it managed?</p> <p><b>(Cultural Awareness and Cultural Diversity)</b> Who uses this space or process? What are their unique characteristics?</p>	<p><b>(Environmental Impact)</b> What has been the impact of the earthquakes and volcanoes (and changes in rocks and physical features over time) on surrounding areas?</p> <p><b>(Change over Time)</b> How are these place(s) changing?</p> <p><b>(Space)</b> How is this space used? And how is it managed?</p> <p><b>(Cultural Awareness and Cultural Diversity)</b> Who uses this space or process? What are their unique characteristics?</p>	<p><b>(Environmental Impact)</b> What is the impact of the tourism on Matlock (and other mountains)</p> <p><b>(Change over Time)</b> How is Matlock changing?</p> <p><b>(Space)</b> How is this space used? And how is it managed?</p> <p><b>(Cultural Awareness and Cultural Diversity)</b> Who uses this space or process? What are their unique characteristics?</p>
<p><b>Fieldwork and Skills</b></p>	<p><b>2FEL:</b></p> <ul style="list-style-type: none"> <li>Record the weather</li> <li>Measure rainfall using objects in the garden</li> </ul> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>Pictures of local area points of interest</li> </ul> <p>What do you see on your way to school?</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Map of UK</li> <li>Map of local area</li> </ul>	<p><b>Locating the place:</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Globes</li> <li>Atlases</li> </ul> <p>Aerial photos and simple plan perspectives and maps (Geography of school and grounds and nearby woodlands)</p> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>Plan perspectives</li> <li>Photographs</li> </ul> <p><b>Direction:</b></p> <ul style="list-style-type: none"> <li>NSEW on compass</li> <li>Simple locational and directional language (left right etc)</li> </ul> <p><b>Fieldwork</b></p> <p>Simple fieldwork and observational skills (key human and physical features and weather patterns of</p>	<p><b>Locating the place:</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Globes</li> <li>Atlases</li> </ul> <p>Aerial photos and simple plan perspectives and maps (Geography of school and grounds and surrounding local area including Graves Park)</p> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>Plan perspectives</li> <li>Photographs</li> <li>Satellite and digital mapping</li> </ul> <p><b>Direction:</b></p> <ul style="list-style-type: none"> <li>NSEW on compass</li> <li>Locational and directional language (left right, far, near, across etc)</li> </ul> <p><b>Fieldwork</b></p> <p>Fieldwork and observational skills (key human and</p>	<p><b>Locating the place:</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Globes</li> <li>Atlases</li> <li>Digital Mapping</li> </ul> <p>Hills and rivers of Sheffield and Gleadless in relation to Peak District</p> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>Plan perspectives</li> <li>Photographs</li> <li>Satellite and digital mapping</li> <li>Symbols</li> <li>Key (including OS maps)</li> </ul> <p><b>Direction:</b></p> <ul style="list-style-type: none"> <li>4 figure grid reference</li> <li>Consolidate 4 compass points</li> <li>Introduce 8 compass points</li> </ul>	<p><b>Locating the place:</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Globes</li> <li>Atlases</li> <li>Digital Mapping</li> </ul> <p>Consolidate maps of hills and rivers of Sheffield and Gleadless in relation to Peak District</p> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>Symbols</li> <li>Key (including OS maps)</li> </ul> <p><b>Direction:</b></p> <ul style="list-style-type: none"> <li>Consolidate 4 figure grid reference and introduce 6 figure grid reference</li> <li>Consolidate 8 compass points</li> </ul>	<p><b>Locating the place:</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Globes</li> <li>Atlases</li> <li>Digital Mapping</li> </ul> <p>Use OS maps of Sheffield and the Peak district and begin to use and understand contour lines to show height.</p> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>Symbols</li> <li>Key (including OS maps)</li> </ul> <p><b>Direction:</b></p> <ul style="list-style-type: none"> <li>Consolidate 6 figure grid reference</li> <li>8 compass points</li> </ul>	<p><b>Locating the place:</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Globes</li> <li>Atlases</li> <li>Digital Mapping</li> </ul> <p>Use OS maps of Sheffield and the Peak district and use and understand contour lines to show height.</p> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>Symbols</li> <li>Key (including OS maps)</li> </ul> <p><b>Direction:</b></p> <ul style="list-style-type: none"> <li>6 figure grid reference</li> <li>8 compass points</li> </ul>

		<p>school grounds and woodlands</p> <p>'Journey Stick' to record routes and convert to a simple linear style map Begin to use simple symbols.</p>	<p>physical features and weather patterns and landmarks in local and Sheffield area and Graves Park</p> <p>Mapping and devising routes on a map. Use and construct symbols</p>	<p><b>Fieldwork:</b></p> <p>Observe, measure, record and present (human and physical features of rivers. Sketch maps of River Porter and the Valley.</p>	<p><b>Fieldwork:</b></p> <p>Observe, measure, record and present (the weather and its patterns) and vegetation coverage in the microclimates of school and Padley Gorge.</p> <p>Measure:</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Wind speed and direction</li> <li>• Precipitation</li> <li>• Cloud type and altitude</li> <li>• Other features (e.g. rainbow)</li> </ul>	<p><b>Fieldwork:</b></p> <p>Observe, measure, record and present physical changes over time including rock types and interdependence with tourists in Castleton.</p> <p>Measure and investigate the impact of tourism on Castleton.</p> <p>Questionnaires, tallys, sketchmaps.</p>	<p><b>Fieldwork:</b></p> <p>Observe, measure, record and present impact of tourism on Matlock and surrounding area, compared with Alps and local area of Gleadless.</p> <p>Questionnaires, tallys, sketchmaps, interviews, photographs</p>
<b>Concept Domains</b>		<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distance</li> <li>• Scale</li> <li>• Position</li> <li>• Space</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics</li> <li>• Community</li> <li>• Home</li> <li>• City</li> <li>• Personal experience</li> </ul> <p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• People</li> <li>• Wildlife</li> <li>• Air</li> <li>• Landscape</li> <li>• Human activity</li> <li>• Natural systems</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distance</li> <li>• Scale</li> <li>• Navigate</li> <li>• Position</li> <li>• Space</li> <li>• Direction</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics</li> <li>• Connection</li> <li>• Community</li> <li>• Home</li> <li>• City</li> <li>• Personal experience</li> </ul> <p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• People</li> <li>• Wildlife</li> <li>• Air</li> <li>• Landscape</li> <li>• Human activity</li> <li>• Natural systems</li> <li>• Human</li> <li>• Physical</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distance</li> <li>• Scale</li> <li>• Orientation</li> <li>• Navigate</li> <li>• Direction</li> <li>• Reference</li> <li>• Space</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics</li> <li>• Connection</li> <li>• Community</li> <li>• Home</li> <li>• Town</li> <li>• City</li> <li>• Personal experience</li> </ul> <p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• People</li> <li>• Wildlife</li> <li>• Air</li> <li>• Landscape</li> <li>• Human activity</li> <li>• Natural systems</li> <li>• Urban/rural</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distance</li> <li>• Scale</li> <li>• Orientation</li> <li>• Navigate</li> <li>• Direction</li> <li>• Positionality</li> <li>• Reference</li> <li>• Space</li> <li>• Equator</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics</li> <li>• Connection</li> <li>• Community</li> <li>• Home</li> <li>• Town</li> <li>• City</li> <li>• Personal experience</li> </ul> <p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• People</li> <li>• Wildlife</li> <li>• Air</li> <li>• Landscape</li> <li>• Human activity</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distance</li> <li>• Scale</li> <li>• Orientation</li> <li>• Navigate</li> <li>• Direction</li> <li>• Positionality</li> <li>• Reference</li> <li>• Longitude</li> <li>• Latitude</li> <li>• Contour</li> <li>• Space</li> <li>• Equator</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics</li> <li>• Connection</li> <li>• Community</li> <li>• Home</li> <li>• Town</li> <li>• City</li> <li>• Personal experience</li> </ul> <p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>• Phenomenon</li> <li>• Impact</li> <li>• Land</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distance</li> <li>• Scale</li> <li>• Orientation</li> <li>• Navigate</li> <li>• Direction</li> <li>• Positionality</li> <li>• Reference</li> <li>• Longitude</li> <li>• Latitude</li> <li>• Contour</li> <li>• Space</li> <li>• Equator</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Characteristics</li> <li>• Connection</li> <li>• Community</li> <li>• Home</li> <li>• Town</li> <li>• City</li> <li>• Personal experience</li> </ul> <p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>• Phenomenon</li> <li>• Impact</li> <li>• Land</li> </ul>

					<ul style="list-style-type: none"> <li>• Natural systems</li> <li>• Urban/rural</li> <li>• Climate</li> <li>• Processes</li> </ul>	<ul style="list-style-type: none"> <li>• People</li> <li>• Wildlife</li> <li>• Air</li> <li>• Landscape</li> <li>• Human activity</li> <li>• Natural systems</li> <li>• Urban/rural</li> <li>• Climate</li> <li>• Processes</li> </ul>	<ul style="list-style-type: none"> <li>• People</li> <li>• Wildlife</li> <li>• Air</li> <li>• Landscape</li> <li>• Human activity</li> <li>• Natural systems</li> <li>• Urban/rural</li> <li>• Climate</li> <li>• Processes</li> </ul>
<p>Compare and contrast with...</p> 		<b>Year 1:</b> local area of Gleadless.	<b>Year 2:</b> local area – human and physical features	<b>Year 3:</b> Rivers and the process of the water cycle	<b>Year 4:</b> The Amazon Basin and River, climate (and weather), biomes and vegetation belts	<b>Year 5:</b> Tectonic plates, earthquakes and volcanoes (North America)	<b>Year 6:</b> Mountains and The European Alps
<p><b>Locational Knowledge</b></p>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• Types of weather</li> <li>• Key features of the local area (church, parks, shops)</li> </ul> <p>Name of the city where they live, key features of the city</p>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• 7 continents</li> <li>• 4 countries of UK</li> </ul>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• 7 continents</li> <li>• 5 oceans</li> <li>• Capital cities of UK</li> <li>• Equator and poles (North and South)</li> </ul>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• Some main countries of the world.</li> <li>• Some countries of Europe.</li> <li>• Some mountains and rivers of the world (including the longest world Rivers)</li> <li>• N and S hemisphere.</li> </ul>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• Many Counties and cities of UK.</li> <li>• Many Hills, coasts and rives of the UK</li> <li>• Many Countries of the World and their major cities.</li> <li>• Most major mountains and rivers of the world.</li> </ul>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• Most Counties and cities of UK, geographical regions and their identifying human and physical characteristics.</li> <li>• Most Hills, mountains, coasts and rives of the UK. Land use patterns (and how these have changed over time)</li> <li>• Countries of the World and their major cities.</li> <li>• Begin to use Latitude, longitude and Arctic and Antarctic Circle.</li> <li>• Most major mountains and rivers of the world.</li> </ul>	<p><b>Must know:</b></p> <ul style="list-style-type: none"> <li>• Counties and cities of UK, geographical regions and their identifying human and physical characteristics</li> <li>• Hills, mountains, coasts and rives of the UK.</li> <li>• Land use patterns (and how these have changed over time)</li> <li>• Countries of the World and their major cities</li> <li>• Latitude, longitude and Arctic and Antarctic Circle.</li> <li>• Greenwich/Prime Meridian and time zones (including day and night)</li> </ul>

							<ul style="list-style-type: none"><li>• Tropics of Capricorn and Cancer</li></ul> <p>Major mountains and rivers of the world.</p>

## Geographical Vocabulary

	2FEL	Nur	Rec	1	2	3	4	5	6
	<p><b>2FEL:</b> Weather and season changes.</p> <p><b>Nursery:</b> Seasonal change, weather and habitats.</p> <p><b>Reception:</b> Locality – gardens, parks and farm.</p>	<p><b>Urban and rural</b></p> <p><b>Gleadless ancient woodlands, Sheffield</b></p>	<p><b>Human and Physical Features</b></p> <p><i>Graves Park comparison with Gleadless, Sheffield</i></p>	<p><b>Rivers and Valleys and the Water Cycle</b></p> <p><i>The River Porter in the Porter Valley</i></p>	<p><b>Weather, climate zones, biomes and vegetation belts</b></p> <p><i>The ‘Surprise View’ and Padley Gorge in The Peak District</i></p>	<p><b>Volcanoes and Earthquakes</b></p> <p><i>Treak Cliff Cavern in Castleton in the Peak District</i></p>	<p><b>Mountains and Tourism</b></p> <p><i>‘The Heights of Abraham’ in Matlock, Derbyshire</i></p>	<p><b>2FEL:</b> Weather and season changes.</p> <p><b>Nursery:</b> Seasonal change, weather and habitats.</p> <p><b>Reception:</b> Locality – gardens, parks and farm.</p>	<p><b>Urban and rural</b></p> <p><b>Gleadless ancient woodlands, Sheffield</b></p>
<p><b>Geographical words and phrases (Must knows)</b></p>	<p>Rainy Sunny Windy Snowy Stormy Hot Cold Icy Foggy Cloudy Wet Dry Hail Rainbow Showers Warm</p>	<p>Local area Church Parks Shops School</p>	<p><i>All previous, plus: Sheffield</i></p>	<p><i>All previous, plus: Continents Asia Africa North America South America Antarctica Europe Australia Countries England Northern Ireland Scotland Wales</i></p>	<p><i>All previous, plus: Oceans Arctic Atlantic Indian Pacific Southern  Capital cities Belfast Cardiff Edinburgh London  Equator North Pole South Pole</i></p>	<p><i>All previous, plus: Europe UK France Germany Spain Italy  Russia China India US Brazil Egypt  Mountains Mount Everest Table Mountain Matterhorn  Rivers Nile Yangtze Amazon  Northern Hemisphere Southern Hemisphere</i></p>	<p><i>All previous, plus: UK Hills Pendle Hill Mam Tor Box Hill  Coasts North Yorkshire coast Lincolnshire coast Lancashire coast  Counties South Yorkshire Derbyshire West Yorkshire Lincolnshire Nottinghamshire Leicestershire  Major cities Glasgow Newcastle York Leeds Manchester Liverpool Sheffield Birmingham Swansea Cardiff</i></p>	<p><i>All previous, plus: UK Hills The Wrekin Glastonbury Tor  Coasts South West Coast Kent Coast  Counties Cumbria Devon Norfolk Northumberland Somerset Suffolk Hampshire Kent  Major cities Aberdeen Edinburgh Bangor Nottingham Leicester Cambridge Oxford Southampton  Mountains</i></p>	<p><i>All previous, plus: UK Hills Cavehill Arthur’s Seat  Coasts Welsh coast  Mountains Snowdon Skiddaw  Rivers Tweed Tyne  The World Norway- Oslo Chad- N’Djamena Kazakhstan- Nur-Sultan  Rivers Yellow Congo  Mountains Denali Kilimanjaro  Greenwich</i></p>



