



## XII Apostles RCPS – Geography Outcomes Document

Themed Concepts		<p><b>Investigate places:</b> This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns:</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p><b>Communicate geographically:</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>			
Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Reception	<p>Religious Education topics throughout the year.</p> <p>Houses &amp; Homes.</p> <p>Local History &amp; Geography topic.</p> <p>Spring Watch.</p> <p>Holidays.</p> <p>International country study, e.g. Brazil- The Amazon Rainforest. Sustainability &amp; climate change.</p>	<p><b>Investigate Places-</b> Use maps, atlases &amp; globes to identify Leigh and other places around the world/to use aerial maps to recognise features/landmarks.</p> <p><b>Communicate Geographically-</b> use basic geographical vocabulary to refer to features of Leigh and other places studied.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	maps, road, town, field, weather	<p>globes, Leigh, England, town, road, path, fields, buildings, houses, church, Autumn, Winter, Spring, Summer, weather, same, different, change, Brazil, Amazon Rainforest, wildlife, recycling, deforestation,</p>



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Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 1	Unit 1 Our school and grounds	<p>Investigate Places- Use maps, atlases &amp; the UK, specifically concentrating on Leigh/to use aerial maps to recognise features/landmarks.</p> <p>Investigate Patterns-to identify changes to land use around the school.</p> <p>Communicate Geographically- Use basic geographical vocabulary to refer to human/physical features of the school/ devise a simple map using a simple key.</p>	<p>To begin to recognise human and physical features in the local environment, an area of the UK (eg London) and a small area of a contrasting non-European country (eg Trinidad)</p> <p>To begin to use a range of maps and globes to locate features of the local area, the UK and a small area of a contrasting non-European country (eg Trinidad)</p> <p>To begin to locate the four countries &amp; capital cities in the UK and the surrounding seas</p>	physical features, human features, country, compass	<p>School, church, land, map, atlas, globe, Leigh, Town, climate, terrain, symbol, school, building, left, right, forwards, backwards,</p>
Year 1	Unit 2 Our Local Area	<p>Investigate Places- Use maps, atlases &amp; the UK, specifically concentrating on Leigh/to use aerial maps to recognise features/landmarks.</p> <p>Investigate Patterns-to identify changes to land use around the school and local area.</p> <p>Communicate Geographically- Use basic geographical vocabulary to refer to human/physical features of the school/ local area-devise a simple map using a simple key.</p>	<p>To begin to locate the 7 continents and the 5 oceans.</p> <p>To begin to use the 4 compass points to sketch what they see in all 4 directions</p> <p>To begin to ask simple geographical questions eg, where, what and who</p> <p>To follow and draw a simple route map around school</p> <p>To draw simple maps of the local area annotating known places</p>		<p>School, church, land, map, atlas, globe, Leigh, Town, Village, physical features, human features, climate, terrain, symbol, brook, bridge, school, church, building, retail park, mines, left, right, forwards, backwards, North, East, South, West</p>



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	History unit UK and London	Investigate Places- Use maps, atlases & globes to identify the four countries in the UK, specifically concentrating on London/to use aerial maps to recognise features/landmarks.  Communicate Geographically- use basic geographical vocabulary to refer to human/physical features of London.	To recognise, understand and use the following key vocabulary accurately: <b>physical features, human features, country, compass</b>		Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, Union, Union Jack, Country, City, Capital, River Thames, Buckingham Palace, Big Ben, Houses of Parliament, London Underground, Hyde Park,
Year 1	Unit 3 – A contrasting Non-European Country (Case study Trinidad)	Investigate Places- Use maps, atlases & globes to identify the world's 7 continents and 5 oceans/to use aerial maps to recognise features/landmarks of a small area of Trinidad.  Investigate Patterns- to begin to understand geographical similarities and differences through studying the human & physical geography of Leigh and a small area of Trinidad.  Communicate Geographically- Use basic geographical vocabulary to refer to human/physical features of Trinidad/ devise a simple map using a simple key.			Maps, globes, atlas, physical feature, human features, continent, country, equator, oceans, world, Leigh, Trinidad, town, village, physical features, human features, climate, terrain, symbol, weather patterns, education, religion, language, similarities, differences,
Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary



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Year 2	<p>Unit 1 Continents &amp; Oceans (recaps on knowledge of continents &amp; oceans in Y1 build on mapping skills)</p>	<p>Investigate Places- Use maps, atlases &amp; globes to identify the world's 7 continents and 5 oceans</p> <p>Communicate Geographically- Use basic geographical vocabulary to refer to different countries and continents</p>	<p>To locate the four countries &amp; capital cities in the UK and the surrounding seas</p> <p>To locate the 7 continents and the 5 oceans.</p> <p>To use the 4 compass points to sketch what they see in all 4 directions</p> <p>To ask simple geographical questions eg, where, what and who</p> <p>To notice and describe weather patterns</p> <p>To use cameras and equipment to record changes and differences in weather/seasons etc.</p> <p>To draw a simple map and use and construct basic symbols in a key</p> <p>To identify, name and locate human and physical features in both Leigh and Southport</p> <p>To recognise, understand and use the following key vocabulary accurately: <b>England, Northern Ireland, Scotland, Wales, continent, climate</b></p>	<p>England, Northern Ireland, Scotland, Wales, climate, continent</p>	<p>Maps, globes, atlas, physical feature, human features, continent, country, equator, oceans, world, climate, terrain, symbol, weather patterns, education, religion, language, similarities, differences, desert, sand, questions, draw, observe, describe, concepts, world, country, European.</p>
Year 2	<p>Unit 2 Weather in the UK.</p> <p>Weather around the World. (recaps on knowledge of countries of the UK &amp; continents &amp; oceans Y1)</p>	<p>Investigate Places- Use maps, atlases &amp; globes to identify the four countries of the UK, their capital cities and the surrounding seas and the world's 7 continents and 5 oceans.</p> <p>Investigate Patterns-to begin to identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Communicate Geographically- By using compass directions (N,S,E,W) and locational language (near and far).</p>			<p>Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, temperature, Thermometer, wind vane, anemometer rain gauge, cumulus stratus, cirrus, climate, weather pattern, seasonal changes, precipitation, desert, equator, poles, continents &amp; oceans (including their names), rainforest, climate, weather patterns, north, south.</p>
Year 2	<p>Unit 3 Contrasting Location in the UK- urban town (Leigh) and seaside town (Southport) (Combined)</p>	<p>Investigate Places- Use maps, atlases &amp; globes to identify the four countries of the UK, their capital cities and the surrounding seas /to use aerial maps to recognise features/landmarks in Leigh and Southport.</p> <p>Investigate Patterns- to begin to understand geographical similarities and differences through studying the human</p>			<p>Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, urban, seaside, town, physical, human, beach, coast, pebble beach, sand beach,</p>



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	with local history & geography)  (recaps and builds on knowledge of local area in Y1)	& physical geography of Leigh and Southport.  Communicate Geographically- Use basic geographical vocabulary to refer to human/physical features of Leigh/ Southport. To devise a simple map using a simple key.			shells, seaweed, bay, pier, shops, arcades, locate, identify, name, capital, countries, cities, seas,
Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 3	Unit 1- The United Kingdom. (recaps and builds on knowledge of four countries of the UK, their capital cities)	Investigate Places-Use maps, atlases, globes to recap the four countries of the UK, their capital cities. To identify, name and locate the counties and cities of the North West. Investigate Patterns- Understand the physical and human geography of our region. Compare the physical and human geography of our region with other regions. Explain the role of geology in different coastlines. Communicate Geographically- to use geographical vocabulary to describe key aspects of the North West region.	Locate the regions of the UK using maps  To begin to use the 8 points of a compass. To use a range of maps (eg topographical, OS, digital) to locate physical features (eg. hills, mountains, rivers, land use)  To recognise that contours on maps show height and slope  To begin to develop an understanding of OS maps To begin to use 4 figure grid references to locate physical features  To create maps with a title and a key.	regions, contour, rural, urban, coastline, landscape	Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast capital, map, key, aerial, photographs, OS, regions, county, contour, country, hills, mountains, height, slope, key, title, physical, human, region, UK, coastlines, city, town, village, geology,
Year 3	Unit 2- Changes to the landscape and use of land in the United Kingdom.	Investigate Places-Use maps to locate different land uses in my local area and the UK. Investigate Patterns- Understand that land use patterns in the UK have changed over time. Communicate Geographically- to explain the different types of land use seen.	To describe key physical and human geographical features (eg regions of the UK, UK coastline)  To use geographical language to describe (for example, coastlines including erosion, deportation & transportation)		Recap from unit 1. compass, settlements, contrasting, location, compare, patterns, land use, label (annotate), change.



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	(recaps and builds on knowledge of contours in Unit 1 & knowledge of local area in KS1)		To recognise, understand and use the following key vocabulary accurately: <b>region, contour, rural, urban, coastline, landscape</b>		
Year 3	Unit 3- The importance of rivers to the earliest settlements in the UK/ Coastlines around Britain.	Investigate Places-Use maps to locate rivers & the 4 Ancient Civilisations. Investigate Patterns- Understand what a coast is & recognise physical/human features of the UK coastline. Communicate Geographically- to describe the coast & why they need to be protected (erosion, deportation & transportation)			As units 1 & 2. Source, local, urban, rural, seaside, coastal, built up, canal, mill, housing, migration, river, ancient, civilisation, coast, erosion, deportation, transportation, protected, protection, landscape, affect, pollution, global
Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 4	Unit 1- Europe (recaps on knowledge of countries of the UK & continents & oceans KS1 & mountains in Y3)	Investigate Places-Use maps, atlases, globes to locate the counties and Capital cities of Europe. Investigate Patterns- Understand the physical geography of 3 contrasting environments in Europe. Communicate Geographically- to use geographical vocabulary to describe both a mountain & river environment.	To locate the countries of Europe and capital cities, including European region studied To identify and describe geographical features using the correct geographical vocabulary (eg. volcanoes, mountain environment, river environment) To use the 8 points of a compass. To use OS maps to gain an understanding of detail/scale including understanding contours 1:50,000	latitude, earthquake, volcano, scale, migration	Europe, Border, Countries, Capital City, Inland, Coast Country, Location, Forest, Mountain, Tundra, Ice Cap, Grassland, latitude Topography, Climate, Desert, Mountain, Tundra, Barrier, Mountain pass, Mountain range, Peak, mouth, estuary Source, Rhine, Population, Area Human Features Physical Feature Location



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Year 4	Unit 2- European study (recaps on knowledge of NW England)	Investigate Places-Use maps, atlases, globes to locate NW England, Italy and the Naples Bay area. Investigate Patterns- Understand why earthquakes & volcanoes occur. Communicate Geographically- to use geographical vocabulary to list the similarities & differences of NW England and the Naples Bay region.	To use 4 figure grid references to locate physical features To ask more searching questions including ‘how?’ and ‘why?’ as well as ‘where?’ and ‘what?’ when investigating places and processes. To create maps of small areas with features in the correct place, including a title To make and use simple route maps To identify where earthquakes and volcanoes occur and describe their key features To identify similarities and differences between two places and over time (eg. local area now and in the past, Northwest England and a European region) To recognise, understand and use the following key vocabulary accurately: <b>latitude, earthquake, volcano, scale, migration</b>		Region, Diverse North west, Landscape, Land use Settlement, Ordnance Survey, map, Scale, Symbols Height, Trig point, Contours, sea level County, cliffs, 4 figure grid reference, Key, Symbols, Features, Compass points, SE, SW, NE, NW, Bay of Nape, Satellite, Region, Port, Bay, Coast, Islands, Tourism, Pompeii Herculaneum, Naples Vesuvius, Sarno River Earthquake, Cluster Pattern, Plate boundaries, Zone Volcano, Crater, Vent, Crops, Fertile, Lava, Seisometer, Monitoring centre
Year 4	Unit 3 Local topic (recaps and builds on knowledge of local area in KS1 & Y3)	Investigate Places- Use maps, atlases & globes to identify the four countries in the UK, counties and cities of the UK, specifically concentrating on Leigh/to use fieldwork to observe & record the human & physical features using a range of methods. Investigate Patterns-to identify changes to land use around the school/to describe how the locality of the school & Leigh Rugby Club has changed over time/patterns in migration. Communicate Geographically- To describe key aspects of human & physical geography, use the 8 points of a compass,			Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, capital, map, key, aerial, source ,photographs,, local, land use, urban, built up, canal, mill, housing, region, county, locate, map, land use, immigration, migration, population, changes, similarities, differences



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Year 5	Unit 1 The Local Area Study. (recaps and build on knowledge of Leigh in Y4)	<p>Investigate Places- Use maps, atlases &amp; globes to identify the four countries in the UK, counties and cities of the UK, specifically concentrating on Leigh/to use fieldwork to observe &amp; record the human &amp; physical features using a range of methods.</p> <p>Investigate Patterns- to identify changes to land use around the school/to describe how the locality of Leigh has changed over time/patterns in migration.</p> <p>Communicate Geographically- To describe key aspects of human &amp; physical geography, use the 8 points of a compass, create a map using, symbols and a key (that uses Ordnance Survey symbols).</p>	<p>To use the 8 compass points to describe the location of UK cities in relation to capital cities</p> <p>Use 4 figure grid references to locate the centre of cities on different scale maps 1: 50,000, 1: 25,000 and 1: 10,000 OS maps</p> <p>Use 6 figure grid references to describe the location of geographical features (eg features of the Northwest UK region and the Great Lakes region)</p> <p>To begin to relate different maps to each other and to aerial photos, both from now and in the past to demonstrate continuity and change</p> <p>To create sketch maps using a scale, symbols, a title and a key (eg of Leigh)</p> <p>To begin to identify, observe, measure and record human and physical features using methods including sketch maps, cameras and other digital technologies</p> <p>I can understand the significance of lines of longitude on a country or continent.</p> <p>I can identify the position and significance of latitude, the Arctic Circle and the Tropics on a region of America</p>	tropics, longitude, county, population, statistics	Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast capital, aerial, source, land use, urban, canal, mill, region, county, immigration, migration, population, Leigh, Mines, 6 figure coordinates, aerial, physical changes, human changes, Wigan, Greater Manchester,





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Year 5	Unit 2 Cities and Counties of the UK – links with Anglo Saxons and Vikings	Investigate Places- Use maps, atlases & globes to identify the four countries in the UK, counties and cities of the UK. Investigate Patterns-to identify patterns in the locations which grew under Anglo-Saxon/Viking influence. Communicate Geographically-To write an extended analysis of the location of places from Anglo-Saxon/Viking periods.,	<p>To use knowledge from my study of two regions to record the similarities and differences (eg a region of NW England and America (eg The Great Lakes region), local area past and present)</p> <p>To begin to interpret data collected and present the information in a variety of ways including charts and graphs</p> <p>To recognise, understand and use the following key vocabulary accurately: <b>tropics, longitude, county, population, statistics</b></p>		<p>topographical</p> <p>United Kingdom</p> <p>atlas, regions, cities,</p> <p>inland, coast, route</p> <p>trade, county, town</p> <p>city, roman, place name</p> <p>suffix, settle</p> <p>prefix, influence</p> <p>hamlet, influence</p> <p>settlement, locate</p> <p>major city, route</p> <p>region, city</p> <p>river, location</p> <p>county, border</p> <p>borough, council</p> <p>county</p>
Year 5	Unit 3 North and Central America (recaps on knowledge of NW England)	Investigate Places- Use maps, atlases & globes to recap on the world's 7 continents and 5 oceans & to locate the world's countries using maps to focus on North America/ Investigate Patterns-to understand some of the reasons for geographical similarities and differences between countries and regions of UK & N America. Communicate Geographically-to describe key aspects of human and physical geography in respect of a region of N America.			<p>North America</p> <p>Central America</p> <p>Atlas, Landmarks</p> <p>Topography</p> <p>Continent</p> <p>Countries, States</p> <p>Islands, Climate</p> <p>Environmental region</p> <p>Latitude, Equator,</p> <p>Northern Hemisphere</p> <p>longitude,</p> <p>the Prime Greenwich</p> <p>Meridian and</p> <p>time zones, Human</p> <p>Characteristics</p> <p>Physical features</p> <p>Topography</p> <p>Caribbean Islands</p> <p>Ice sheet settlement,</p> <p>economic activity</p> <p>Region</p> <p>Similarities</p> <p>Differences</p> <p>Scale</p> <p>Geographical sources</p> <p>Statistics.</p>



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Year 6	Unit 1 Where in the World? A region of South America (The Amazon Rainforest)	Investigate Places- Use maps, atlases & globes to recap on the world's 7 continents and 5 oceans & to locate the world's countries using maps to focus on South America/ Investigate Patterns-to understand some of the reasons for geographical similarities and differences between countries in S. America Communicate Geographically-to describe key aspects of human and physical geography in respect of a region of S America/ to create a map of a small area	To identify, observe, measure and record human and physical features using methods including sketch maps, cameras and other digital technologies Identify and explain increasing complex geographical features, processes, patterns, relationships and ideas To identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones To read and compare map scales To create sketch maps using symbols and a key that uses Ordnance Survey symbols To use a scale bar on maps To interpret data collected and present the information in a variety of ways including charts and graphs Understand the effects of climate change on the rainforest and impact this has on humanity To relate different maps to each other and to aerial photos, both from now and in the past to demonstrate continuity and change	equator, hemisphere, biome, economic activity, climate change	Maps, globes, atlas, physical feature, human features, continent, country, equator, oceans, map, key, aerial, photographs, mountain, landscape, relief map, lake, valley, foot, summit, peak, , region, county, locate, map, land use, population, changes, similarities, differences, vegetation belts, climate zone, economic activity, distribution of natural resources, human and physical geography, deforestation, South America, biome, hemisphere, equator, humidity, water cycle, evaporation, condensation, precipitation, emergent, canopy, understory, forest floor layers, native, climate change, temperature, arid, continent, country
	Unit 2 Local History & Geography topic (recaps and build on knowledge)	Investigate Places- Use maps, atlases & globes to identify the four countries in the UK, counties and cities of the UK, specifically concentrating on Leigh/to use fieldwork to observe & record the human & physical features using a range of methods. Investigate Patterns-			Maps, globes, atlas, physical feature, human features, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast capital, map, key,



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	of Leigh in Y5)	to identify changes to land use around the school/to describe how the locality of Leigh has changed over time since 1914/patterns in migration. Communicate Geographically- To describe key aspects of human & physical geography, use the 8 points of a compass, create a map using, symbols and a key (that uses Ordnance Survey symbols).	To compare and contrast different places including ways of life (eg pre war Leigh and now; local area and within the American region studied  To recognise, understand and use the following key vocabulary accurately: <b>equator, hemisphere, biome, economic activity, climate change</b>		aerial, source photographs,, local, land use, urban, built up, canal, mill, housing, region, county, locate, map, land use, immigration, migration, population, changes, similarities, differences. Allied Powers, Central Powers, Propaganda, Continuity, Change, Sources, Conscripton, Europe, Industrial, Grid Reference, Rations,
Year 6	Where in the World- links to Ancient Islam History topic. (recaps and builds on knowledge of world countries, continents & oceans & their individual features)	Investigate Places- Use maps, atlases & globes to recap on the world's 7 continents and 5 oceans & to locate the world's countries. Investigate Patterns-to understand some of the reasons for geographical similarities and differences between countries. Communicate Geographically-to describe key aspects of human and physical geography in respect of different world countries// to create a map of a small area			Maps, globes, atlas, physical feature, human features, continent, country, equator, oceans, map, key, aerial, photographs, mountain, landscape,  physical features, rivers, lakes, mountains, coastline, ranges, seasons, border, hemisphere, continent, country, neighbouring, land border, weather, ports, landmarks, landscape, climate, habitats, regions, population, vegetation, native, currency, languages, valleys, source, compass points, 6 figure grid references