

Geography and Forest School

	Locational Knowledge	Place knowledge	Physical geography	Human geography	Geographical skills and fieldwork
Year 1	<p>Name and locate the 7 continents.</p> <p>Name and locate the four countries of the UK and their capital cities.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Draw and label pictures to show location.</p>	<p>Retell what it is like in another country.</p> <p>Express own views about a place, people and environment.</p> <p>Compare food in contrasting countries.</p>	<p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Understand that different countries have different types of food.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.</p>	<p>Use the 8 points of a compass. Include a key on a map using common OS symbols.</p> <p>Ask and respond to questions about places and the environment making comparisons.</p> <p>Offer explanations for the location of human and physical features in different localities.</p> <p>Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p>Collect data using surveys and present it in a bar chart.</p>
Year 1 Forest School Link	<i>Children often naturally draw treasure maps, and this interest can be used</i>	<i>Children often talk about different places in their play, such as excavating in</i>	<i>Children observe the seasonal changes in the forest school environment</i>	<i>Children use basic geographical vocabulary in their play to describe key</i>	<i>Children ask questions about the environment and make comparisons i.e. how</i>

	<p>to help them understand how maps represent real places.</p> <p>Children may draw their own map of the forest school site, including: Trees, The hill or mound, The fire pit, The cabin / shelter, paths, borders, important landmarks etc.</p> <p>Children also like to mark a “X marks the spot” location for treasure</p>	<p>Egypt or pretending to be Vikings from Scandinavia. Through this imaginative exploration, they show growing awareness of the wider world, linking real countries and regions to their play narratives. This helps them develop early geographical understanding, including recognising that places have different histories, environments and cultures.</p>	<p>throughout the year, noticing how the weather, plants and wildlife change over time. Together we talk about what is happening in each season and encourage the children to predict what might come next. This supports their understanding of natural cycles and helps them develop early scientific thinking skills.</p> <p>Children talk about and explore different physical features through their play, such as creating rivers running down the mud hill or imagining the hill as a cliff overlooking the sea or a mountain they must climb.</p> <p>Through this imaginative use of the landscape, they develop an understanding of natural features and how they relate to one another, while also building language,</p>	<p>human features such as cities, towns, villages, factories, farms, houses, ports, harbours and shops. They incorporate these terms naturally as they create stories and scenarios, often using them to explain trade or how people live and work in different places. This shows their growing understanding of human geography and how different features are connected.</p>	<p>their environment looks in different seasons and compares their observations.</p>
--	--	--	---	---	--

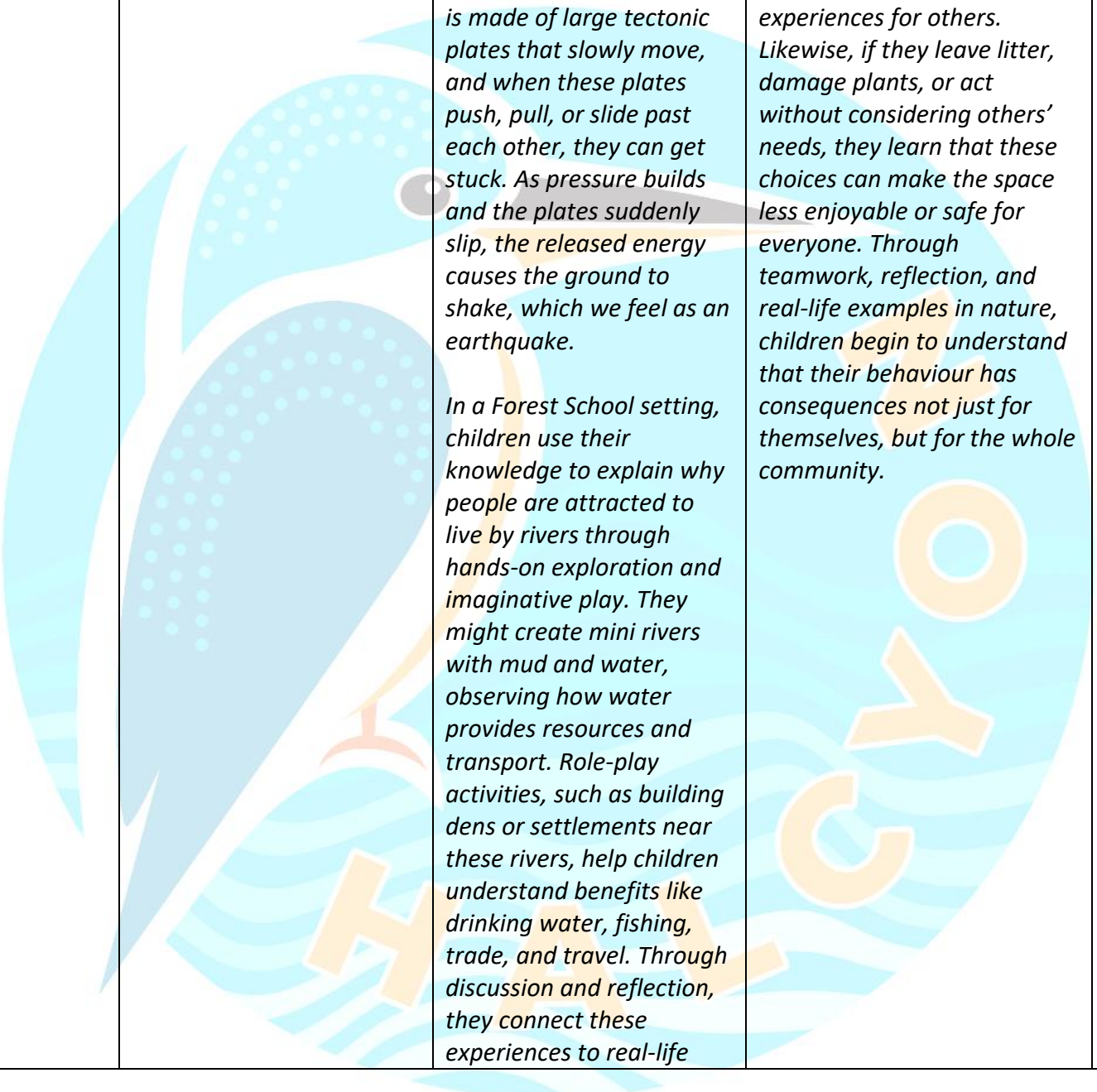
			<i>teamwork and spatial awareness.</i>		
Year 1 Vocabulary	continent, ocean, Europe, Asia, North America, South America, Africa, Antarctica, Oceania, Belfast, London, Cardiff, Edinburgh, United Kingdom, England, Scotland, Wales, Northern Ireland, country, place, people, environment, spring, summer, autumn, winter, season, weather, city, town, village, street, school, factory, farm, house, port, shop, compass, North, South, East, West, left, right, forward, backward, up, down, maps, symbols, globe, atlas				
Year 2	<p>Name and locate the 5 oceans using maps and globes.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic.</p> <p>Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest (identify Kenya).</p>	<p>Make comparisons between the UK and life in another country.</p> <p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/Kenya, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p> <p>Understand that different countries have different climates.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise that humans have a choice in their lifestyle.</p> <p>Use the terms to compare different lifestyles.</p>	<p>Use the four compass points to say simple directions.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries' lifestyles.</p> <p>Collect data using observations and record it in a table.</p>
Year 2 Forest School link	<i>In Forest School, children enact and talk about what they have learned in class, incorporating it</i>	<i>Children use the Forest School environment to explore different climates by building shelters for hot</i>	<i>Children use basic vocabulary to describe what is happening in each season and predict what</i>	<i>Children use basic geographical vocabulary in their play to describe key human features such as</i>	<i>Children invent directions when using maps such as “go past the big oak tree” or “turn left at the cabin”</i>

	<p>into their play. They discuss the coldest and hottest places in the world, sail the seas, and visit different countries through imaginative scenarios, using their knowledge of oceans, climates, and geography to guide their activities. This hands-on, playful approach reinforces learning while developing their understanding of the wider world.</p>	<p>or cold places using natural materials. They create these both for themselves and for animals, experimenting with how people and animals adapt to different weather. This hands-on, imaginative play helps them understand the impact of climate on daily life and living conditions.</p> <p>Children actively compare places, climates, and lifestyles through imaginative, hands-on play, developing geographical vocabulary and practicing critical thinking. They express their likes and dislikes about different environments, for example “I like the sunny beaches in ..., but I prefer the forests here,” or “I would find it hard to live where it is very cold all the time,” showing they can reflect on how climate and location affect daily life.</p>	<p>might come next. This supports their understanding of natural cycles and helps them develop early scientific thinking skills.</p> <p>Children talk about and explore different physical features through their play, such as creating rivers running down the mud hill or imagining the hill as a cliff overlooking the sea or a mountain they must climb.</p> <p>Through this imaginative use of the landscape, they develop an understanding of natural features and how they relate to one another, while also building language, teamwork and spatial awareness.</p> <p>Children can show they understand that different countries have different climates in a forest school setting through their language, play and observations. For</p>	<p>cities, towns, villages, factories, farms, houses, ports, harbours and shops. They incorporate these terms naturally as they create stories and scenarios, often using them to explain trade or how people live and work in different places. This shows their growing understanding of human geography and how different features are connected.</p>	<p>Children also talk about what is near/far, left/right, up/down. Children may also include the compass points when expressing where things are within Forest School.</p> <p>Children often naturally draw treasure maps that may include a key for the cabin, fire site, mud kitchen etc.</p>
--	--	---	---	--	---

			<p><i>example, they may compare the weather around them to what they know about other places, saying things like, "It's cold like the Arctic today," or "It would be really hot in Africa." They may also talk about how animals or people live differently in various climates.</i></p>		
Year 2 Vocabulary	<p>7 oceans, English Channel, North Sea, Irish Sea and Atlantic Ocean, daily weather patterns, Climate, South Pole, North Pole, Equator, migration, country, capital, UK, Wales, England, Northern Ireland, Scotland, London, Cardiff, Belfast, Edinburgh, 5 continents, Australia seasonal weather patterns, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop, Compass, map, globe, sketch, aerial photos, symbol</p>				
Year 3	<p>Use an index to locate countries, cities and landmarks using an atlas. Locate countries, cities and landmarks using Google Maps and on a globe.</p>	<p>Compare both physical and humans feature of England and Egypt. Describe how people can both improve and damage an environment. Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the river Nile. Understand how some aspects have changed over time. Identify features of a place using aerial photographs. Make detailed maps using a key.</p>	<p>Locate rivers in UK and world. Draw diagrams, produce writing and use the correct vocabulary for rivers. Ask and answer questions about rivers. Describe the journey of a river from source to sea.</p>	<p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p>Use the 8 points of a compass. Include a key on a map using common OS symbols. Ask and respond to questions about places and the environment making comparisons. Offer explanations for the location of human and physical features in different localities. Follow a journey using computer mapping – Google Maps / Geocaching. Collect data using surveys and present it in a bar chart.</p>

Year 3 Forest School link	<i>Not applicable to Forest School</i>	<i>In a Forest School setting, children can see how people both improve and damage an environment. Improvements might include planting trees, creating wildlife habitats, or tidying up litter, which help plants, animals, and people thrive. Damage can happen if the area is left messy, plants are trampled unnecessarily, or fires and tools are used unsafely, which can harm wildlife and the natural space. Through hands-on activities, children learn to make choices that protect and care for the environment while understanding the impact of human actions.</i>	<i>In Forest School children use mud, sticks, and water, to create their own mini rivers on hills or in channels, observing how water flows from the source down to the 'sea' (puddle). Through this hands-on play, children describe the journey of a river from its source, along its course, through meanders and tributaries, and finally to the mouth, developing a practical understanding of river processes while connecting their learning to real-world geography.</i>	<i>In a Forest School setting, children can explore how humans use physical geographical features for different purposes. They might notice that hills can be used for climbing or sledding, rivers for water or pretend transport, and trees for building shelters, dens, or tools. Through play and hands-on activities, children learn that humans adapt and use features like hills, rivers, forests, and valleys for shelter, travel, food, and recreation. This helps them understand the relationship between people and the natural environment and the ways in which landscapes shape human activities.</i>	<i>In Forest School, children have open opportunities to discuss places and environments and explain the location of specific features. They incorporate this understanding into role-play, for example building a den on a hill to avoid flooding or creating a settlement near water for transport, trade, or as a source of food, demonstrating how humans use and adapt to physical features.</i>
Year 3 Vocabulary	Atlas, map globe, compass, Flood, river, valley, spring, settlement, Mouth, evaporation, condensation, water cycle, spring, ox-bow lake, mouth Trade, travel, industry, organic farming, import, urban, Map, local, place, globe				
Year 4	Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region with South America.	Describe the different climate zones and Vegetation belts on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why.	Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass and follow

	<p>map (compare sustainability levels between South America and England). Know where the main mountain regions are in the UK. Describe their location in relation to the equator, tropics, hemispheres and the poles.</p>	<p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Know what causes an earthquake. Know why most cities are located by a river.</p>	<p>(South America and trade links around the world) Compare different types of settlements and land use. Recognise that our choices impact the lives of other people.</p>	<p>directions to the nearest 10 degrees. Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand how colours are used on a map to show different physical zones. 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 and digital mapping technologies. Know how to plan a journey with the UK, using a road map.</p>
Year 4 Forest School link	<i>Not applicable to Forest School</i>	<i>Not applicable to Forest School</i>	<p><i>In forest school, children may create a simple volcano by building a mountain shape from mud, sand, or natural materials. Children may share their knowledge of volcanoes as well - volcanoes erupt when pressure builds up beneath the Earth's surface, the Earth's crust</i></p>	<p><i>In a forest school setting, children can recognise that their choices impact the lives of other people by noticing how their actions affect the shared outdoor environment and the group. When they choose to use resources carefully, take turns with tools, look after wildlife, or help a friend, they see that their decisions create positive</i></p>	<i>Not applicable to Forest School</i>

		 <p><i>is made of large tectonic plates that slowly move, and when these plates push, pull, or slide past each other, they can get stuck. As pressure builds and the plates suddenly slip, the released energy causes the ground to shake, which we feel as an earthquake.</i></p> <p><i>In a Forest School setting, children use their knowledge to explain why people are attracted to live by rivers through hands-on exploration and imaginative play. They might create mini rivers with mud and water, observing how water provides resources and transport. Role-play activities, such as building dens or settlements near these rivers, help children understand benefits like drinking water, fishing, trade, and travel. Through discussion and reflection, they connect these experiences to real-life</i></p>	<p><i>experiences for others. Likewise, if they leave litter, damage plants, or act without considering others' needs, they learn that these choices can make the space less enjoyable or safe for everyone. Through teamwork, reflection, and real-life examples in nature, children begin to understand that their behaviour has consequences not just for themselves, but for the whole community.</i></p>	
--	--	---	---	--

			<i>human settlements, developing an understanding of how physical features influence where people live.</i>		
Year 4 Vocabulary	Climate zone, South America, England, climate zones, location, mountain, equator, tropic, pole, Climate zone, South America, England, climate zones, location, mountain, equator, tropic, climate, landscape, Coast, sea, port, mountain / hill, countryside, forest, volcano, earth quick, river. Trade, industry Volcano, eruption, magma, crust, mantle, outer core, inner core, climate zones, Atlas, globe, continent, country, north, east, south, west, compass				
Year 5	Locate physical geographical features on a map. Describe their location in relation to land use and look for patterns in the locations. Locate countries where there are dangerous waters which Water Aid help with. Locate on a world map and identify key features and characteristics. Know the names of a number of Europe capitals. Know the names of, and locate a number of South or North America countries.	Understand geographical similarities and differences of the UK and Polar region. Describe how physical geography influences the day to day life of inhabitants of an area. Collect information about a place and use it in a report. Use Geographical knowledge to map land use. Find possible answers to their own geographical questions.	Explain why many cities of the world are situated by rivers. Explain how a location fits into its wider geographical location; with reference to physical features. Explain how the water cycle works. Understand and explain why water is such a valuable commodity.	Explain why people are attracted to live by rivers. Explain how a location fits into its wider geographical location; with reference to human and economical features. Explain what a place might be like in the future, taking account of issues impacting on human features?	Use 6 figure grid references. Explain what data which has either been collected or researched shows and the impact of it. Record data in a line graph. Use less common OS symbols to show geographical features. 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, and digital technologies.
Year 5 Forest School link	<i>Not applicable to Forest School.</i>	<i>In a Forest School setting, children learn how physical geography</i>	<i>In a Forest School setting, children use their knowledge to explain why</i>	<i>In a Forest School setting, children use their knowledge to explain why people are</i>	<i>Not applicable to Forest School</i>

		<p><i>influences the day-to-day life of inhabitants by exploring and interacting with the environment. They might notice how hills, rivers, or forests affect where people build shelters, find food, or travel. Through role-play, such as creating settlements on higher ground to avoid flooding or near water for transport and fishing, children understand how features like mountains, rivers, and climate shape daily activities and lifestyles. This hands-on experience helps them make connections between physical geography and human life.</i></p>	<p><i>people are attracted to live by rivers through hands-on exploration and imaginative play. They might create mini rivers with mud and water, observing how water provides resources and transport. Role-play activities, such as building dens or settlements near these rivers, help children understand benefits like drinking water, fishing, trade, and travel. Through discussion and reflection, they connect these experiences to real-life human settlements, developing an understanding of how physical features influence where people live.</i></p> <p><i>In a Forest School setting, children talk about the water cycle through hands-on exploration and observation of natural features. They might notice rain falling, puddles forming, or streams flowing and use these</i></p>	<p><i>attracted to live by rivers through hands-on exploration and imaginative play. They might create mini rivers with mud and water, observing how water provides resources and transport. Role-play activities, such as building dens or settlements near these rivers, help children understand benefits like drinking water, fishing, trade, and travel. Through discussion and reflection, they connect these experiences to real-life human settlements, developing an understanding of how physical features influence where people live.</i></p> <p><i>In a Forest School setting, children learn to explain what a place might be like in the future by exploring and discussing how human activities impact the environment. They might imagine building a new settlement, planting trees, or creating paths, and consider effects such as flooding, erosion, or pollution. Through</i></p>	
--	--	--	--	--	--

			<p><i>examples to describe processes like precipitation, evaporation, and condensation. Through role-play or storytelling, they can act out the journey of water from clouds to the ground and back again. Discussions and questions during these activities help children use correct vocabulary, make connections between what they see outdoors and the water cycle, and develop a practical understanding of how water moves through the environment.</i></p>	<p><i>role-play and observation, they discuss how changes to buildings, roads, or land use could affect the area, predicting positive or negative outcomes. This hands-on, imaginative approach helps children understand the relationship between human actions and the future of a place.</i></p>	
Year 5 Vocabulary	<p>Key symbol, Europe and the capitals, capital, Key, symbol, Ordnance Survey, related vocabulary for keys: park, motorway, lighthouse, camping site, church, etc. North, South, East, West, North-East, South-East, South-West, North-West, Weather cycle, port, river, industry, trade, import Co-ordinates, grid reference, easting, northing, industry, import, location, landscape, Survey, symbol Compass directions,</p>				
Year 6	<p>Compare maps over time. Understand how time zones are shown on a map. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>	<p>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.</p>	<p>Give extended descriptions of the physical features of different places around the world. Describe how some places are similar and others are different in relation to their human features.</p>	<p>Give an extended description of the human features of different places around the world. Map land and use with their own criteria. Describe how some places are similar and others are different in relation to their physical features.</p>	<p>Begin to use latitude and longitude to describe location. Compare aerial photos and maps over time. Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a</p>

	<p>Polar day and night- Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p>	<p>Confidently explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure. Make careful measurements and use the data. Use OS maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like. Define geographical questions to guide their research. Use a range of self-selected resources to answer questions.</p>	<p>Accurately use a 4-figure grid reference. Create sketch maps when carrying out a field study.</p>	<p>Explain how human activity has caused an environment to change. Analyse population data on two settlements and report on findings and questions raised.</p>	<p>variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Year 6 Forest School link	<i>Not applicable to Forest School</i>	<i>Not applicable to Forest School</i>	<i>Not applicable to Forest School</i>	<i>Not applicable to Forest School</i>	<i>Not applicable to Forest School</i>
Year 6 Vocabulary	<p>Arctic, Antarctic, climate zone, Polar region, Polar night, latitude, longitude, equator, time zones, Maps, photos, atlas country, annex, axis Non-European, Russia, USA, Germany, front, borders, migration, Arctic Region, Antarctic Region, Climate change, Climate Zones, Polar Regions Biomes, glaciers, icebergs, Arctic Circle, Antarctic Circle, Tundra, trade links, economic activity, report, environment, Latitude, longitude, survey, question, locate, sketch</p>				

