

Geography Curriculum Map

Locational Knowledge						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to show interest and intrigue about the town that they live in.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Have good knowledge of the local area and be able to talk about the town that they live in.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's five oceans and seven continents</p>	<p>Name and locate counties, cities and geographical regions of the United Kingdom.</p> <p>Identify human and physical characteristics of rivers and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Describe some of the characteristics of these geographical areas.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Name and locate regions of Europe (the World) in relation to mountains.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>
Place Knowledge						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and</p>	<ul style="list-style-type: none"> • United Kingdom • York • Norton <p>Begin to understand geographical features through studying the human and physical geography of</p>	<ul style="list-style-type: none"> • World • Non-European country <p>Understand geographical similarities and differences through studying the human</p>	<ul style="list-style-type: none"> • Yorkshire • Malton <p>Explain own views about locations, giving reasons. Compare Yorkshire to another region of UK or Africa.</p>	<ul style="list-style-type: none"> • Europe • World <p>Express own views about locations. Describe some geographical similarities and</p>	<ul style="list-style-type: none"> • South America • Malton <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<ul style="list-style-type: none"> • North America • World <p>Identify and describe how the physical features affect the human activity within a location.</p>

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<p>differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Norton</p>	<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Africa).</p>		<p>differences between countries (UK, Africa, Europe).</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle. • human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy and water supplies.
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Human and Physical

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p>Can describe 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</p>	<p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>PG: Rivers HG: Trade links Discuss key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, <u>rivers</u>, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. 	<p>PG: Volcanoes and Earthquakes Identify the key physical and human features of a location.</p> <p>With support describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: volcanoes and earthquakes • human geography, including: settlements and land use. 	<p>PG: Mountains HG: Natural resources Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, mountains, volcanoes and earthquakes. • human geography, including: settlements, land use, and the distribution of natural resources including energy, food and minerals 	<p>PG: Biomes, Vegetation belts and coastline HG: Economic activity Identify and describe how the physical features affect the human activity within a location.</p> <p>Describe how locations around the world are changing and explain some of the reasons.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle.

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and what has been read in class.						<ul style="list-style-type: none"> • human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy and water supplies.
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.						

Geographical Skills

Keys and symbols

Read maps

Use a compass

Draw maps

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Draw information from a simple map.	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use basic symbols and a key.</p> <p>Follow a simple map (treasure hunt).</p> <p>Use NSEW for simple navigation (eg a rectilinear maze in the playground)</p> <p>Trace around simple map shapes to reproduce symbols.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of Europe.</p> <p>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.</p> <p>Use simple grid references to locate squares on a map (e.g. A1, D7).</p> <p>Use NSEW to describe locations and routes on a map. Describe as right angles.</p>	<p>Use fieldwork to observe 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.</p> <p>Use keys to build knowledge and research.</p> <p>Start to understand complex keys e.g. size of symbol for quantity.</p> <p>Start to understand contour lines.</p> <p>Use maps to locate and start to describe features.</p> <p>Use four figure grid references to build knowledge (i.e. research).</p>	<p>With support, use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.</p> <p>Begin to use a compass, six-figure grid references, symbols and key to gain and communicate knowledge of the United Kingdom and the wider world.</p> <p>Use complex keys to build knowledge e.g. make quantitative estimates based on size of symbol.</p> <p>Understand contour lines.</p> <p>Use a scale to reasonably estimate distances (along roads/waterways).</p>	<p>Begin to use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Start to create complex keys using mathematical concepts e.g. size of symbol for quantity.</p> <p>Relate differently scaled maps to each other.</p>	<p>Secure use of eight compass points and introduce 16 points.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map or GIS (Geographical Information Systems)/ SAT Nav).</p> <p>Create complex keys</p>

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		Devise a simple map (e.g. sketch map of places in stories or school playground/field).	<p>Work out simple distances from a map (aerial distance or along a straight road).</p> <p>Start to use eight points of a compass and link to magnets and poles. Introduce 90° and other degrees to measure turns.</p> <p>Create a sketch map (e.g. a short route or building plan with simple symbols). Include a scale (positive integer).</p>	<p>Start to explain ideas using a thematic map for reference.</p> <p>Confidently use the eight points of a compass. Use concepts of acute/obtuse angles.</p> <p>Draw a map or plan from a description. Create a scale-bar</p> <p>Draw cross sections (harder integer correspondence)</p>	<p>Explain using a thematic map for reference.</p> <p>Convert between eight compass points.</p> <p>Start to draw thematic maps</p>	<p>Explain how types of map give different perspective / show prejudice (e.g. the Peters Projection)</p> <p>Confidently use distribution /thematic maps to illustrate an idea or discussion.</p> <p>Use six-figure grid references to build knowledge.</p> <p>Show awareness of a 16-point compass.</p> <p>Design and draw distribution/thematic maps. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Learn and use new geography centred vocabulary.</p> <p>Make connections about what they have heard and ask questions to clarify their understanding.</p>	<p>English Channel, North Sea, Irish Sea, Celtic Sea.</p> <p>England – London Scotland – Edinburgh Wales – Cardiff Northern Ireland – Belfast</p>	<p>Europe, Africa, Asia, North and South America, Antarctica.</p> <p>Pacific, Atlantic, Indian, Arctic and Antarctic (Southern).</p> <p>Poles, equator, temperature, thermometer.</p> <p>Consider links to food chains in science.</p>	<p>Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West.</p> <p>Contrast, compare.</p> <p>Moors, Dales, Wolds and Vale of York.</p> <p>Rural, urban.</p> <p>Land use.</p> <p>Atlas globe grid reference NE, SE, SW, NW.</p> <p>Area contour (square km)</p> <p>Settlement.</p>	<p>European countries and capitals.</p> <p>Arctic circle, Antarctic circle, tropics/tropical, latitude, longitude.</p> <p>Hemisphere.</p> <p>Trend, employment, land use.</p> <p>Water cycle, precipitation, evaporation, condensation.</p> <p>Volcano, earthquake, epicentre, tectonic.</p>	<p>South American countries and capitals.</p> <p>Identify countries and cities on other continents that are of interest to children.</p> <p>Topography, biome, vegetation, region, dominant, barometer.</p> <p>Distribution (of resources).</p>	<p>North American countries and capitals.</p> <p>Name and locate countries/cities that have been in the news.</p> <p>Economy, demographic</p> <p>Topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity</p> <p>Time zones, latitude, longitude</p>