



CURRICULUM MAP – GEOGRAPHY



Term	Autumn	Spring	Summer
Year 1	<p>Investigate the countries and capitals of the United Kingdom.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p>	<p>Learn geographical vocabulary to refer to and describe key physical and human features of locations.</p> <p>Investigate the world’s continents and oceans</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	<p>Use simple compass directions.</p> <p>Use aerial photographs.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p> <p>Identify land use around the school</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Year 2	<p>Investigate the world’s continents and oceans.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas</p>	<p>Investigate the countries and capitals of the United Kingdom.</p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country.</p>	<p>Use simple compass directions.</p> <p>Use aerial photographs.</p>

	<p>of the world in relation to the Equator and the North and South Poles.</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p> <p>Identify land use around the school</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Year 3	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate counties and cities of the United Kingdom</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</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 and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location</p> <p>Describe geographical similarities and differences between countries.</p> <p>Explain own views about locations, giving reasons.</p>	<p>Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</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>Describe how the locality of the school has changed over time.</p>

<p>Year 4</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 and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Human geography, including: settlements and land use.</p> <p>Human geography, including: settlements and land use. Describe how the locality of the school has changed over time.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use a range of resources to identify the key physical and human features of a location</p>	<p>Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</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>Describe how the locality of the school has changed over time.</p>
<p>Year 5</p>	<p>Identify and describe how the physical features affect the human activity within a location.</p>	<p>Describe geographical diversity across the world</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</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.</p>
<p>Year 6</p>	<p>Human geography, including: settlements, land use, economic activity including trade links, and the</p>	<p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics</p>

	distribution of natural resources including energy, food, minerals, and water supplies.	Describe how countries and geographical regions are interconnected and interdependent.	
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Subject Sequencing for Skills – GEOGRAPHY



Threshold Concept	Milestone 1	Milestone 2	Milestone 3
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human

	<p>and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p>including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>and physical features in the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> • 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). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>Investigate patterns This concept involves understanding the relationships between the</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

<p>physical features of places and the human activity within them, and the appreciation of how t</p>	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • Identify land use around the school. 	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key

(e.g. near and far) to describe the location of features and routes on a map.

- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

(that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).