



Geography Curriculum Map

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Locational Knowledge: World	<p>Understanding the world- the world.</p> <p>30-50 months</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p>Introduce all terminology & wider world through stories, games & context.</p> <p>Focus on countries of the UK and the Poles.</p>	<p>Reintroduce Y1 content. Focus on UK countries, equator, and North south Poles. Introduce location and names of seven continents and five oceans.</p>	<p>Consolidation of the names and location of the world's seven continents and five oceans.</p> <p>N/S hemispheres Revise equator</p>	<p>Name and locate the main countries of Europe, inc. Russia, and surrounding seas/oceans</p>	<p>Latitude/ longitude GMT + Time zones (science link to day/night)</p>	<p>Tropics of Cancer and Capricorn Arctic/Antarctic circle</p>	
Place Knowledge	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Shows care and concern for living things and the environment. 	Compare and contrast regions with the UK.						
Locational Knowledge: UK	<p>40-60 months</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Know the differences and similarities of the geographical features of St Austell/Cornwall with a contrasting place in Britain- i.e. Cambridge village. (Kernow Ted travels.) Investigating the wider world continents & major features.</p>	<p>Compare the differences and similarities of the human and physical geographical features of St Austell/Cornwall with a contrasting non-EU country - Australia and the habitats it provides for animals.</p>	<p>Place focus: UK -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics (history link - compare with Roman times)</p>	<p>Place focus: Scandinavia -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics (history link - compare today with Viking times)</p> <p>Focus area: XXX</p>	<p>Place focus: Country in South America -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics</p> <p>Focus area: XXX</p>	<p>Place focus: North America -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics</p> <p>Focus area: XXX</p>	
Physical Geography		<p>Know that Britain is in Europe -Know that London is the capital city of England -that Truro is the only city in Cornwall -the four countries that make up the UK</p>	<p>-know the capital cities of the UK and some of the surrounding countries. Know that London is the capital city and that the Thames flows through it. Great Fire of London. Why is London important and where is it ?</p>	<p>Revisit countries and capital city</p> <p>Physical - Key hills and mountains</p> <p>Human - key changes in Britain after Roman invasion</p>	<p>Major cities (history link - Vikings)</p> <p>Physical - topographical features which led to it being chosen by the Vikings (e.g. climate, soil/land type)</p> <p>Human - Viking invasion and its impact + legacy</p>	<p>Major counties and cities</p> <p>Physical - location of major rivers and estuaries</p>	<p>Significance of UK geography in the war (e.g. reasons for targeted areas, land use, migration to/from cities)</p>	
Human geography		<p>-Know the four seasons and weather patterns for each When and where will plants grow around school/ What is the weather like today? What is the weather like in the rest of the UK?</p> <p>-know where the equator is and where the hottest places are. -use vocabulary to describe Britain's physical Geography (ie lakes, forest, cliff, beach)</p>	<p>-know the typical weather of the UK and compare the similarities and differences to a non-EU country - Australia.</p> <p>-know hot/cold places in relation to the equator</p> <p>-know the North/South poles. Use vocabulary to describe physical features of a contrasting country (ie mountain, volcano)</p>	<p>Mountains, volcanoes and earthquakes</p>	<p>Describe, name and understand the different climate zones Begin to discuss processes of evaporation and condensation in the context of the water cycle (link to science topic - state change)</p>	<p>Describe and understand the main stages of the water cycle</p> <p>Rivers: Features and sections, UK rivers, worldwide rivers, uses of rivers (links to history - importance of River Nile)</p>	<p>Identify, name and describe biomes and vegetation belts</p>	
		<p>Kernow Ted -use vocabulary to describe Britain's human geography (ie city, town, cathedral, village, farm, port, harbour)</p> <p>Kernow Ted -use vocabulary to describe Britain's physical geography (ie beach, cliff, coast, mountain, sea, ocean, river)</p>	<p>Describe and contrast Australia and UK. Who are Australians and where do they live? How is land used in St Austell area? Identify and describe farming in Cornwall</p>	<p>Types of settlement and land use</p>	<p>Changes in types of settlement and land use in the local area (science link - changes to the local area)</p>	<p>distribution of natural resources including energy, food, minerals and water</p>	<p>Economic activity including trade links</p>	



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<p>Geographical Skills and fieldwork</p>		<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 their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Create simple maps of school grounds.</p> <p>What is our place like?</p> <p>Where are the sunny and shady places around school?</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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the UK and the seven continents.</p> <p>Use the four points of a compass</p> <p>Use 2 figure, letter/number grid references (e.g. B3)</p> <p>Use some basic symbols and keys (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</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 maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features of the main countries in Europe and the surrounding seas and oceans</p> <p>Learn the eight points of a compass</p> <p>Use 2 figure, letter/number grid references (e.g. B3) to locate places. Use keys and symbols on maps.</p> <p>Use fieldwork to observe, measure 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.(science link - changes to local area - focus on immediate area surrounding school)</p>	<p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries of the world (in particular South America) and describe features</p> <p>Use the eight points of a compass to compare the positions of countries</p> <p>Use 4-figure, numerical grid references, symbols and keys (including the use of Ordnance Survey maps)</p> <p>Use fieldwork to observe, measure 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 (history link - China Clay topic)</p>	<p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features</p> <p>Use 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure 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>
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