



Curriculum Map

Geography	Understanding the World: The World
Foundation Stage 1	Children should comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
Foundation Stage 2	Children know about similarities and differences in relation to places. Children can talk about the features of their own immediate environment and how environments might vary from one another.

<i>Geography</i>	Locational Knowledge	Place Knowledge	Human and Physical	Skills and Fieldwork
Year 1	<p>Pupils should be given the opportunity to physically explore the world and its seven continents through ICT, atlases and globes. They should have an understanding of some continent and ocean names.</p> <p>Pupils should explore the United Kingdom. They should name the four countries that make up the UK and understand that we live in the UK.</p> <p>Pupils should be aware of the capital cities of the UK.</p>	<p>Pupils should acknowledge that we live in the UK and understand what this means.</p> <p>Pupils should explore 'What is it like to live in Wadebridge?' whilst comparing and contrasting their local environment to another British city.</p>	<p>Pupils should identify seasonal and daily weather patterns both at home and away whilst being introduced to appropriate geographical vocabulary.</p>	<p>Pupils should be able to describe the locational and directional language (left, right, near and far) to describe the location of features and routes on a map.</p> <p>Pupils should use photographs and plans to recognise landmarks.</p> <p>Pupils should use simple fieldwork and primary research within Wadebridge in order to study their surrounding environment.</p>
Year 2	<p>Pupils should be able to place the seven continents on a map of the world.</p> <p>Pupils should draw and label a map of the UK, including country and capital city names.</p>	<p>Pupils should acknowledge that we live in Cornwall, a county in the UK and understand what this means.</p> <p>Pupils should explore 'What is it like to live in Cornwall?' whilst</p>	<p>Pupils should identify the location of hot and cold areas of the world.</p> <p>Pupils should be able to locate and have a knowledge of the Equator & North and South Poles.</p>	<p>Pupils should continue to develop skills using globes and atlases in order to locate countries and other geographical features.</p> <p>Pupils should continue use photographs and plans to recognise landmarks, countries and other geographical features.</p>

	<p>Pupils should be able to locate Cornwall on a map of the UK.</p> <p>Pupils should be able to label a map of Cornwall to show Wadebridge.</p> <p>Pupils should understand that we live in the 'south west' and have a knowledge of compass directions (North, South, East and West)</p>	<p>comparing and contrasting their local environment to a non-European place.</p>	<p>Pupils should continue to be introduced and use geographical vocabulary within their work.</p>	<p>Pupils should continue to use simple fieldwork and primary research within Wadebridge in order to study their surrounding environment.</p>
Year 3	<p>Pupils should have an understanding of some major country and city names across the World.</p> <p>Pupils should be able to name the counties and major cities of the UK.</p> <p>Pupils should understand that Cornwall is a county and its main city is Truro.</p> <p>Pupils should identify latitude, longitude, Equator and Northern and Southern Hemispheres on a map.</p>	<p>Pupils should explore 'What is it like living in the UK?' whilst comparing and contrasting their local environment to a neighbouring European region.</p>	<p>Pupils should be able to describe how volcanoes and earthquakes are created.</p> <p>Pupils should be able to describe how volcanoes and earthquakes impact human life.</p> <p>Pupils should be able to name and locate some the world's most famous volcanoes.</p> <p>Pupils should be able to describe physical and human features within Wadebridge.</p>	<p>Pupils should continue to develop skills using globes and atlases in order to locate countries and other geographical features.</p> <p>Pupils should use symbols and keys to plot on a map</p> <p>Pupils should continue use photographs and plans to recognise landmarks, countries and other geographical features.</p> <p>Pupils should continue to use simple fieldwork and primary research within Wadebridge in order to study their surrounding environment.</p> <p>Pupils should be confident using 4 points of a compass to describe location.</p>
Year 4	<p>Pupils should be able to confidently name and locate countries within Europe.</p> <p>Pupils should be able to name and locate major cities within Europe using maps.</p> <p>Pupils should be able to locate and label some major counties and cities of the UK.</p>	<p>Pupils should continue to explore 'What is it like to live in the UK?' by comparing and contrasting the UK to a contrasting European region.</p> <p>While studying the water cycle, pupils should explore the River Camel in Wadebridge.</p>	<p>Pupils should be able to understand how rivers and mountains are formed.</p> <p>Pupils should be able to describe how rivers and mountains impact human life.</p> <p>Pupils should be able to name and locate major mountain ranges and rivers.</p>	<p>Pupils should be confident using atlases, globes and maps to locate countries and cities.</p> <p>Pupils should continue use photographs and plans to recognise landmarks, countries and other geographical features.</p> <p>Pupils should continue to use simple fieldwork and primary research within Wadebridge in order to study their surrounding environment.</p>

	<p>Pupils should be able to locate Cornwall and its surrounding counties whilst using locational language.</p> <p>Pupils should be able to identify some topographical features (rivers, coasts, mountains and hills) of Cornwall whilst comparing and contrasting another location.</p> <p>Pupils should be able to explain the significance of latitude, longitude, Equator and Northern and Southern Hemispheres.</p>		<p>Pupils should be able to recognise that most cities are built along rivers.</p> <p>Pupils should have a basic knowledge of the water cycle and describe how this can impact Wadebridge.</p> <p>Pupils should begin to explore why Wadebridge is considered a tourist attraction.</p>	<p>Pupils should be introduced to the eight points of a compass when describing position and direction.</p> <p>Pupils should be introduced to grid references.</p>
Year 5	<p>Pupils should be able to confidently name and locate countries within North America.</p> <p>Pupils should be able to name some major cities of North America.</p> <p>Pupils should be able to describe land uses of different regions of the UK and be able to compare and contrast this with Cornwall.</p> <p>Pupils should be able to identify the Tropics of Cancer and Capricorn, Arctic and Antarctic circles on a map.</p>	<p>Pupils should understand that we live in Europe and be able to contrast this with North America.</p> <p>Pupils should begin to draw comparisons between Cornwall and a region of North America, with reference to human and physical geography.</p>	<p>Pupils should show an understanding of climate zones and be able to show these on a map of the world.</p> <p>Pupils should be able to describe how climate can impact human life including energy, food, minerals and water.</p> <p>Pupils should begin to recognise and name some deserts.</p> <p>Pupils should be able to identify different climates in Cornwall and describe how this can impact both human and physical features.</p>	<p>Pupils should be confident using atlases, globes and maps to locate countries and cities.</p> <p>Pupils should begin to use apps and digital/ computer mapping to locate areas of interest.</p> <p>Pupils should use eight points of a compass when describing position and direction.</p> <p>Pupils should begin to use four and six- figure grid references (including Ordnance Survey Maps)</p> <p>Pupils should continue to use simple fieldwork and primary research within Wadebridge in order to study their surrounding environment.</p>
Year 6	<p>Pupils should be able to name and locate countries and cities within South America.</p> <p>Pupils should be able to describe environmental regions</p>	<p>Pupils should understand that we live in Europe and be able to contrast this with South America.</p> <p>Pupils should begin to draw comparisons</p>	<p>Pupils should be able to locate rainforests and vegetation belts of the world and explain how climate can impact this.</p> <p>Pupils should study a rainforest whilst thinking about issues</p>	<p>Pupils should be confident using atlases, globes and maps to locate countries and cities.</p> <p>Pupils should be able to use apps and digital/ computer mapping to locate areas of interest.</p>

	<p>and key physical characteristics of South America.</p> <p>Pupils should be able to describe how Cornwall and Wadebridge has changed over time including: land use and typographical features.</p> <p>Pupils should be able to understand the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>between Cornwall and a region of South America, with reference to human and physical geography.</p>	<p>surrounding human and physical geography. This could include: settlement, land use, trade links.</p> <p>Pupils should draw comparisons between human and physical features of the rainforest and their experiences in Cornwall.</p>	<p>Pupils should use eight points of a compass when describing position and direction.</p> <p>Pupils should be able to use four and six-figure grid references (including Ordnance Survey Maps)</p> <p>Pupils should continue to use simple fieldwork and primary research within Wadebridge in order to study their surrounding environment.</p>
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