

Geography Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	See Nursery Curriculum Map - Understanding the World					
Reception	See Reception Curriculum Map - Understanding the World					
Year 1		Interesting Places: Hitherfield and Streatham		Global Learning: India		Local Geography: Migration Leigham Vale
Year 2		Interesting Places: The United Kingdom		Global Learning: Jamaica		Local Geography: Migration Streatham (High Road)
Year 3		Interesting Places: Brazil		Global Learning: Volcanoes		Local Geography: Migration The River Thames
Year 4		Interesting Places: France		Global Learning: Earthquakes		Local Geography: Migration The UK in the World
Year 5		Interesting Places: United Kingdom (counties) / Lambeth		Global Learning: Tanzania (The impact of Biomes on food growth and local/global distribution - Fair Trade)		Local Geography: Migration Why do people come to the United Kingdom?
Year 6		Interesting Places: Chile		Global Learning: Tanzania (Sustainable community)		Local Geography: Migration How has migration

Progression of skills in Geography

	EYFS:	Key Stage 1:	Key Stage 2:
<p>Statutory Framework Objectives</p>	<p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. <p>Development Matters Statements in bold</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</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 small area in a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none"> - 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. - 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 - Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 in North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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

			<p>directional language [for example, near and far; left and right], to describe the location of features and routes on a map</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 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>					
Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skill: Knowledge and Understanding:</p> <p>Location knowledge, Geographical language & Enquiry</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Learn the names of rooms and areas of provision in Nursery</p> <p>Become familiar with the Nursery layout</p> <p>Know where things belong</p> <p>Know that they are in a Nursery within a school near to their house.</p> <p>Explore different familiar settings, such as the beach, the park, woodland and a farm through texts</p>	<p>Recognise some environments are different to the one in which they live</p> <p>Explore the natural world around them</p> <p>Name and locate the School locality and local area of Streatham / Tulse Hill</p> <p>Explore features within the school setting and its locality.</p> <p>Identify key features of London</p> <p>Introduce the world map</p>	<p>Use simple geographical vocabulary to describe human and physical features.</p> <p>Consider geographical questions.</p> <p>Express own views about a place, people, environment.</p> <p>Recognise how places have become the way they are.</p> <p>Observe and record.</p> <p>Communicate in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams.</p> <p>Name the four seasons and describe typical weather conditions for each.</p> <p>Identify hot and cold areas in the</p>	<p>Identify and describe key human and physical features of a place.</p> <p>Consider geographical questions – Where is this place? What is it like? How has it changed? (Local area).</p> <p>Express own views and preferences about a place, people, environment, location and give detailed reasons.</p> <p>Recognise how places have become the way they are (local high street).</p> <p>Observe and record in different ways eg. sketches, diagrams, ICT, charts.</p> <p>Compare and describe an area of the UK to a place outside Europe</p>	<p>Link words to topic e.g. river, rainforest, biome, tectonic.</p> <p>Use correct geographical words to describe a place and the things that happen there (physical geography of volcanoes).</p> <p>Use technical and geographical vocabulary to describe physical processes (Amazon rainforest/Mount Kilimanjaro).</p> <p>Analyse evidence and draw conclusions e.g. make comparisons (Tanzania/UK).</p> <p>Identify and explain different views of people including themselves e.g. pros and cons of living in a volcanic region.</p>	<p>Link words to topic (Alps/Snowdonia, earthquakes, time zones).</p> <p>Analyse evidence and draw conclusions (Alps/Snowdonia, earthquakes, time zones).</p> <p>Collect and record evidence (economic land use - Alps/Snowdonia).</p> <p>Know the difference between the British Isles, Great Britain and UK.</p> <p>Name the areas of origin of the main ethnic groups in the UK and in their school.</p> <p>Collect and analyse data from first and second hand sources, identify and analyse patterns and suggest reasons for</p>	<p>Describe route, direction and location, linking 8 points of compass to degrees on compass (local area study).</p> <p>Link words to theme e.g. trade/migration vocabulary.</p> <p>Analyse evidence and draw conclusions (factors behind the historical migration of peoples).</p> <p>Identify and explain different views of people including themselves (migration).</p> <p>Collect and record data.</p> <p>Conduct a survey to understand land use patterns (local area study).</p> <p>Describe and understand human</p>	<p>Know and describe route, direction, location linking 8/16 points on compass to degrees on compass</p> <p>Link words to theme e.g. climate/sustainable (Chile/Tanzania).</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and temperature.</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing – present information on map overlays to show levels of information e.g. old/new (Chile energy production vs UK letter to PM).</p> <p>Look for patterns in key aspects of human/physical</p>

			<p>world and begin to understand climate in simple terms (India & London).</p> <p>Describe in simple terms how wind or water has affected the Geography of an area (India/UK, Mumbai/London).</p> <p>Answer simple questions regarding straight forward geographical patterns (e.g. what are the four seasons of the UK and what are the associated weather patterns?).</p> <p>Identify similarities and differences between the local environment and one other place (London/Mumbai).</p> <p>Name the 4 point compass directions (N, S, E, W) and how they relate to each other.</p>	<p>using geographical words (UK/Jamaica)..</p> <p>Explain what facilities a town or village might need (local area).</p> <p>Use information texts and the web to gather information about the world's human and physical geography.</p> <p>Suggest ways of improving the local environment (local area).</p> <p>Describe how a physical or human process has changed an aspect of the local environment (local high street).</p> <p>Use compass directions (N, S, E, W) to describe locations.</p> <p>Name the four countries of the UK.</p> <p>Name some of the main cities and rivers in the United Kingdom.</p>	<p>Collect and record evidence: e.g. field sketch, brainstorm words, about a place, e-learning, atlases.</p> <p>Describe how volcanoes are created.</p> <p>Name a number of countries in the Northern Hemisphere.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features (Brazil/UK, Tanzania/UK).</p> <p>Identify how people both damage and improve the environment (Amazon rainforest settlement/land use).</p> <p>Provide a reasonable explanation for features in relation to location (Brazil/Tanzania).</p> <p>Identify changes in the local and global environment (Brazil/UK comparison).</p>	<p>them (e.g. effects of an earthquake).</p> <p>Explain how people try to sustain environments (earthquakes).</p> <p>Describe the physical processes that have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there (earthquakes).</p> <p>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism (Alps/Snowdonia).</p> <p>Sequence and explain features of a physical weather process such as the water cycle (cross-curricular link to Science unit in Term 3).</p>	<p>geography; reference to human and economical features (migration).</p>	<p>geography and explain reasons behind them.</p> <p>Identify and explain different views of people (Masai and tourism in Tanzania).</p> <p>Know and locate the countries in South America.</p> <p>Know and describe a sustainable community and how this relates to human and physical geography.</p>
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<p>Skill: Fieldwork</p>	<p>Use all their senses in hands on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Explore the natural world around them</p> <p>Draw information from a simple map</p> <p>Locate places using directional language to navigate</p> <p>Draw a map of the immediate area or from a journey text</p>	<p>Use simple field sketches and use an ipad camera.</p> <p>Keep a weather chart and answer questions about the weather (India/UK).</p> <p>Use maps, pictures and stories to find out about different places.</p> <p>Collect data during fieldwork (local geographical information i.e. local buildings/trees).</p> <p>Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Make simple maps and plans.</p> <p>Explore maps of the local area.</p> <p>Draw a simple picture map (could be from a story) and label particular features.</p> <p>Locate the four countries of the United Kingdom on a map.</p> <p>Locate hot and cold areas of the world on a map.</p>	<p>Use simple field sketches and diagrams, use an ipad camera.</p> <p>Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.</p> <p>Collect and organise simple data from first and second hand sources including fieldwork (local area).</p> <p>Explain simple patterns and offer explanations (e.g. type/number of shops on local high street).</p> <p>Compare two settlements using globes, maps, plans (Jamaica/UK)).</p> <p>Use contents/index to locate a country and draw information from a map.</p> <p>Use world maps to identify continents, countries and oceans.</p> <p>Name and locate the main cities of England, Wales, Scotland and Ireland.</p> <p>Find where they live on a map of the UK.</p> <p>Use simple compass directions and</p>	<p>Locate appropriate information needed for a task from a source material.</p> <p>Use maps and atlases appropriately by using contents and indexes.</p> <p>Locate and name some of the world's most famous volcanoes.</p> <p>Locate and explain the significance of the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Name and locate some of the world's most famous rivers on maps (Amazon/Thames).</p> <p>Locate and name the main countries in South America on a world map and atlas (Brazil).</p>	<p>Locate specific places using maps, atlases, globes and digital technologies.</p> <p>Locate the Tropic of Capricorn.</p> <p>Name up to six cities in the UK and locate them on a map.</p> <p>Name and locate some of the world's most famous mountain regions on maps (Alps/Snowdonia).</p> <p>Locate and name geographical features on an Ordnance Survey map (know how to use different maps).</p> <p>Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and the Capricorn to a range of countries across the world.</p> <p>Locate the countries of Europe, North and South America.</p>	<p>Field sketches should show geographical factors understanding e.g. pattern, movement and change (local area study).</p> <p>Locate the USA and Canada on a world map and atlas (migration).</p> <p>Locate and name geographical features on an Ordnance Survey map using the 4-figure grid reference.</p> <p>Name and locate counties (UK) and Boroughs (London).</p> <p>Use fieldwork to observe, measure, record and present human and physical features (local area study).</p> <p>Use a range of maps, plans, graphs and digital technologies.</p> <p>Select a map for a specific purpose, including using maps of different scales.</p> <p>Draw a variety of thematic maps based on collected data, using symbols and a key.</p> <p>Recognise/use OS map symbols.</p>	<p>Field sketches should show understanding of pattern, movement and change.</p> <p>Use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>Locate information / place with speed and accuracy and use a key to make deductions about landscape/ industry/ features etc (migration).</p> <p>Use OS maps.</p> <p>Recognise key symbols used on ordnance survey maps.</p> <p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>Use eight points on a compass.</p> <p>Use scale to measure distances on a map.</p> <p>Locate and describe features of places on a map, including following a route on an OS map.</p>
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<p>Skill: Vocabulary</p>	<p>Use positional language</p>	<p>Describe what they see, hear, feel when outside</p> <p>Locate places using directional language to navigate</p> <p>Describe contrasting locations (using stem sentences for support)</p>	<p>North, South, East, West, compass, direction, near, far, left, right, map, globe, Streatham, London, England, city, town, hill, river, country, key, beach, coast, Indian Ocean, Mumbai, India, seasons, autumn, spring, summer, winter, weather, hot, cold, Europe, Asia, Oceans - Atlantic, Indian, Pacific, Arctic and Southern. Continents - Europe, Asia, Africa, North America, South America, Antarctica and Australia</p>	<p>Map, globe, atlas, country, United Kingdom, capital city, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, each, cliff, forest, hill, mountain, sea, ocean, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour and shop North/South poles, Equator, Jamaica, beach, cliff, coast, forest, hill, mountain, sea, Atlantic Ocean, river, soil, valley, vegetation, season and weather</p>	<p>United Kingdom, Europe, South America, Brazil, Thames, Amazon, biome, rainforest, vegetation, river, physical, human,, energy, minerals Africa, Tanzania, Mount Kilimanjaro, Indian Ocean, mountains, volcano, earthquakes</p>	<p>United Kingdom, France, London, Wales, Cardiff, Birmingham, Liverpool, Snowdonia, The Alps, Paris, mountains, valley, climate zones, water cycle, evaporation, condensation, precipitation, climate, latitude, longitude, Equator, Northern/Southern Hemisphere, Tropics of Cancer and Capricorn Great Britain, Africa, Asia, the Americas, the Caribbean, Europe and the South Pacific.</p>	<p>UK counties, Greater London, Ben Nevis, Scafell Pike, Snowdon, River Thames, River Mersey, River Trent, River Severn, estuary, coast, port. Lambeth - the main parks, main roads, main cultural centres and hospitals. Compass, N, S, E and W, NE, NW, SE, SW. trade links, fair trade, Immigration, conflict, war, persecution, refugee</p>	<p>Climate zones - polar, tropical, temperate, arid, mediterranean and mountains, vegetation belt, hydro-electric energy, tourism Masai, agriculture, climate change, British Empire, Commonwealth</p>