

Whole School Curriculum Map by Subject: Geography

	<u>Key Stage 1</u>	<u>Key Stage 2</u>
	<ol style="list-style-type: none"> 1. 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 2. 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 3. 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 4. 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><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour, shop. 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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 <p>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>

On- going skills

<p><u>By the end of Year 2</u></p> <p><u>Location and Place Knowledge</u></p> <p>Recognise and identify the 4 countries of the UK and their capital cities and their significant sights using atlases and ICT. Look at the seas that surround the UK on the globe.</p> <p>To identify the continents and oceans using atlases, globe and ICT. Identifying the differences between seas and oceans- linking to prior Y1 teaching of the seas that surround the UK. Identifying equator, Northern and Southern hemisphere/poles.</p> <p><u>Geographical Skills and fieldwork</u></p> <p>To introduce language; near, far, forward, backwards and compass language North, South, East and West. Explore this language physically using movement in the school grounds.</p> <p>Recap compass directions and describe physical and human features on a map using language, North, South, East and West. Describe the position of the 4 countries of the UK using compass directions.</p> <p><u>Human and Physical Geography</u></p> <p>Introduce human and physical feature. Explore school grounds and local environment. Focus on human features in the village <i>e.g. village, post office, house, shop, farm, soil, river, seasons and weather</i>.</p> <p>Each season collect weather pattern data and record in simple charts.</p>	<p><u>By the end of Year 4...</u></p> <p><u>Location Knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe including the location of North and South America.</p> <p>Name and locate countries and cities of the UK focusing on geographical regions (North-East, South West, East Anglia, midlands North/South Wales, Lake District etc) and their human and physical characteristics, counties and major cities.</p> <p>Identify the position and significance of the Equator, Northern and southern hemisphere, the tropic of Cancer and Capricorn, and the Arctic and Antarctic Circle.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and South America.</p> <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of physical geography including: rivers, mountains, volcanos, earthquakes.</p> <p><u>Geographical Skills and fieldwork</u></p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use the eight points of a compass and four figure grid references to build their knowledge of the UK and the wider world.</p> <p>Use field work to observe, measure, record and</p>	<p><u>By the end of Year 6...</u></p> <p><u>Location Knowledge</u></p> <p>Locate the world's countries, using maps to focus on class countries.</p> <p>Locate and explore environmental regions across the globe, Identify key physical and human characteristics, countries and major cities.</p> <p>Name and locate the key topographical features of the UK (including hills, mountains, coast, rivers) and land use patterns. Understand how these patterns have changed over time.</p> <p>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and European country.</p> <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts and the water cycle.</p> <p><u>Geographical Skills and fieldwork</u></p> <p>Use maps, atlases (OS), globes, digital computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass and six figure grid references, symbols and keys to build their knowledge of the UK and the wider world.</p> <p>Use field work to observe, measure, record and</p>
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<p>Recap human and physical features. Look closely and compare human and physical features of West Sussex and a contrasting non- European country. <i>Use vocabulary: beach, cliff, coast, forest, hill, mountain, sea, valley, vegetation, weather patterns, port harbour, city and town.</i> Compare daily weather patterns between West Sussex and the chosen non- European country.</p> <p><u>Geographical Skills and fieldwork</u></p> <p>Explore the school grounds and the local environment collecting clues along the way e.g. leaves from wooded areas. Map a simple route identifying the key features along the journey using pictures and labels. Map out an area of the school e.g. run route and/or classroom using pictures and labels.</p> <p>Recap key human and physical features of the village? Devise a simple map of the local environment highlighting the physical and human features that have been observed during fieldwork. Using a key with basic symbols.</p>	<p>present the human and physical features in the local area using a range of methods including sketch, maps and plans.</p>	<p>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>
<p><u>Cross curricular</u></p> <ul style="list-style-type: none"> • Art - talk about what they have found and record with words and pictures • Science link to weather and four seasons • English – writing for cross curricular learning • Maths – compass points and directional language 	<p><u>Cross curricular</u></p> <p>Use literacy, numeracy and computer skills to a good standard in order to communicate information about geography.</p>	<p><u>Cross curricular</u></p> <ul style="list-style-type: none"> • Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the geography. • Use a variety of ways to communicate knowledge and understanding of map reading and data recording. • Link to science with space and knowledge of the solar system. Link to erosion and deposition

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Locational knowledge</u> name, locate and identify characteristics of the local environment, four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Human and physical geography</u> (Link to science) 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: 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><u>Locational knowledge</u> name and locate the world's seven continents and five oceans</p> <p><u>Place knowledge</u> 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> <p><u>Human and physical geography</u> 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><u>Locational knowledge</u> Use maps to 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</p> <p><u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p> <p><u>Human and Physical geography</u> describe and understand key aspects of human geography, including: types of settlement and land use,</p>	<p><u>Locational knowledge</u> locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of South America</p> <p>locate the world's countries, using maps to focus on N / S America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p><u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps to 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> <p><u>Place Knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region in a European country,</p> <p><u>Human and Physical</u></p>	<p><u>Locational knowledge</u> Use maps to name and locate main rivers of the United Kingdom and the world, 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</p> <p><u>Human and Physical geography</u> describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</p>

			<p><u>Human and physical geography</u></p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and the water cycle</p>	<p><u>geography</u></p> <p>describe and understand key aspects of 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>	
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