



# Whole-School Curriculum Map:

## Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge						
	Know names of 7 continents and 5 oceans Name four countries of the UK and their capital cities	Name and locate the 7 continents and 5 oceans Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas	Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities  Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator  Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic  Begin to identify position of Prime/Greenwich Meridian and time zones	Locate more countries of Europe and N/S America using maps and identify  environmental regions, key physical/human features, cities  Name and locate countries and cities of the UK, describing geographical regions and topographical features  Explore how some aspects of physical and human characteristics have changed over time	Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features  Identify position of latitude, longitude and N/S Hemispheres  Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic  Identify position of Prime/Greenwich  Meridian and time zones	Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features  Name and locate countries, cities and regions of the UK  Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land use patterns have changed over time  Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography
Human & Physical Geography						
<b>ELG Understanding The World: The World</b>  Talk about the features of their own immediate environment and how environments may vary	Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i>  Talk about daily weather and seasonal weather patterns in the UK  Find hot and cold areas in world using atlases	Develop geographical vocab eg <i>rural, urban, vegetation, season</i>  Identify daily weather and seasonal weather patterns in the UK  Locate and name hot and cold areas in world in relation to Equator and the North/South Poles	Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)  Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)  Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)	Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)  Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)  Understand the interaction between physical and human processes and features	Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)  Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)  Understand the interaction between physical and human processes and features and how these change over time



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Skills & Fieldwork						
	<p>Start to use world maps, a tases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p>	<p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Use aerial photos and plans to identify features, human and physical</p> <p>Devise simple maps and create a key using symbols</p>	<p>Confidently use world maps, atlases and globes and begin to use digital mapping</p>	<p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use 8-point compass, grid references and Ordnance Survey maps</p>	<p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps</p>
Place Knowledge						
<p><b>ELG Understanding The World: The World</b></p> <p>Know about similarities and differences in relation to places, objects, materials and living things</p>	<p>Talk about similarities and differences between area of UK and non- European area</p>	<p>Identify similarities/differences in physical/human geography between area of UK and non-European area</p>	<p>Begin to explain geographical similarities and differences (region of UK, European country and N/S America</p>	<p>Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>	<p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>	<p>Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways</p>