

## GEOGRAPHY CURRICULUM MAP

*At Sheen Mount, the children experience a high-quality geography education which inspires pupils to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As children progress, their skills and growing knowledge about the world should help to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We aim to create global citizens who have an awareness of sustainability issues and of the impact of climate change on our local area and the world we live in and what their role and responsibilities are within this context.*

**Megan Hopwood**

### National Curriculum Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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Curriculum Map			
	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<p><b><u>Understanding the world</u></b>  <b><u>ELG People Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>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</li> </ul> <p><b><u>ELG The Natural World</u></b></p> <ul style="list-style-type: none"> <li>explore the natural world around them, making observations and drawing pictures of animals and plants. They talk about the features of their own immediate environment and how environments might vary from one another</li> <li>know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><b><u>Key Vocabulary:</u></b> Family, mother (mum), father (dad), sister, brother, grandfather, grandmother, son, daughter, aunt, uncle, cousin, niece, nephew, grandchildren, Country, World, Map, Globe, Climate, Compass, London, England, United Kingdom Continent, Season, Winter, Desert, Arctic, Rainforest, Similarity, Difference</p>		
<b>Year 1</b>	<p><b><u>Geography: Our World – Entire term</u></b></p> <p>Children begin to use maps, globes, atlases and books to begin to study the world, looking at all continents, oceans and places of interest. They learn about the seven continents as well as particular places of interest within each continent for example the Rio carnival when exploring South America, as well as other Non-European places through cross-curricular learning.</p> <p><b><u>Key vocabulary:</u></b> equator, climate, population, physical and human landmarks.</p> <p><i>Links with history topic of explorers and English study of <i>The Snail and the Whale</i>.</i></p>	<p><b><u>Continuation of Our World topic</u></b>  <b><u>Geography: Our Local Area – 2<sup>nd</sup> half of term</u></b></p> <p>Children learn how to compare and contrast urban and rural areas, looking at physical and human features and they use basic geographical vocabulary. Children learn about what their local area is like, focusing on Richmond Park. They look at old and new photographs of the local area and the part to compare changes. Children start to look at Richmond as a borough of London, which they recognise is the capital city of England and is very diverse.</p> <p><b><u>Key vocabulary:</u></b> urban and rural areas, physical and human features, compass directional language.</p>	<p><b><u>Continue/finish Our Local Area topic</u></b>  <b><u>Geography: Weather – 1<sup>st</sup> half of term</u></b></p> <p>Children study changes in local weather and study seasonal and daily weather patterns in the UK. They look at extreme weather. Children use equipment to measure the weather and make use of the sensory garden. Children use geographical vocabulary to describe physical and human features of a landscape.</p> <p><b><u>Key vocabulary:</u></b> equator, climate, physical and human features, temperature, seasons</p>

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Skills			
	Our world	Our local area	Weather
Locational Knowledge	<ul style="list-style-type: none"> <li>Use maps and the globe to locate the 7 continents and 5 oceans.</li> </ul>		
Place Knowledge	<ul style="list-style-type: none"> <li>Children know some key facts about each continent e.g.: Antarctica is full of penguins and ice.</li> </ul>	<ul style="list-style-type: none"> <li>Children sort rural and urban features and name some of them.</li> </ul>	
Human and Physical	<ul style="list-style-type: none"> <li>Children look at population spread in the continents.</li> <li>Children have a brief on key physical features of each Continent.</li> </ul>	<ul style="list-style-type: none"> <li>Children use geographical vocabulary in relation to their local area.</li> </ul>	<ul style="list-style-type: none"> <li>Look at how UK weather affects people.</li> <li>Children learn how people prepare for different types of weather (what people wear/use depending on the weather).</li> </ul>
Geographical skills and Enquiry	<ul style="list-style-type: none"> <li>Children have used the globe and they know the shapes of the continents.</li> </ul>	<ul style="list-style-type: none"> <li>Children look at google earth and where their area fits in relation to it.</li> <li>Children label some of the features of the urban walk on a simplified map.</li> </ul>	<ul style="list-style-type: none"> <li>Children use a rain gauge and thermometer to measure the weather outside for a 14 day period.</li> </ul>
Year 2	<p><b>2<sup>nd</sup> half of term</b></p> <p><b><u>Geography: The world and the UK</u></b>            Children review and consolidate their knowledge of different continents and oceans. They learn about the 4 countries that make up the UK, as well as its surrounding seas. They use directional language and learn about capital cities of the UK. They develop their understanding of atlases/maps, and learn about geographical symbols and how to use a key. They look at pictures and identify. Children learn about the weather in the United Kingdom and the location of hot and cold areas of the world in relation to the equator, and how this is impacted by recent climate changes.</p> <p><u>Vocabulary:</u> continents, oceans/sea, capital cities, maps, key, climate, location, weather, equator, atlas, globe, human, physical, global warming</p>	<p><b><u>Geography: London</u></b>            Children continue to explore the 4 countries that make up the UK in terms of location, traditions and weather. Children understand the location of London on a UK map and explore features of their local area (Richmond) as a London borough. Children consolidate their understanding of human and physical features. Children complete simple fieldwork and use observational skills, including directional skills and language. They develop an understanding of a 'key' to create a basic map. They also explore different local and London landmarks. Children explore how London differs from another major UK city and compare and contrast human, physical, social and locational elements.</p> <p><u>Vocabulary:</u> UK countries, seas, borough, capital city, landmarks, human, physical, directions, North, South, East, West, map, key, population</p>	<p style="text-align: center;"><b>History only in this term</b></p> <p style="text-align: center;"><b>Outdoor Orienteering skills</b></p>

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		<p>Children continue to compare and contrast London and the UK to other European and Non-European places and explore how London differs from another major world city. They compare and contrast human, physical, social, seasonal and locational elements and look at other similarities and differences. They celebrate and learn about the cultural diversity of London and of their own class. Children develop an understanding of migration and themes around diversity and equality.</p> <p><u>Vocabulary:</u> capital city, landmarks, human, physical, directions, map, key, population, migration, culture, diversity, languages, traditions, Commonwealth, values</p>	
<b>Skills</b>			
	<b>Around the world</b>	<b>London</b>	
Locational Knowledge	<ul style="list-style-type: none"> <li>• Children use a world map to name and locate the world's seven continents and five oceans.</li> <li>• Children use a world map to name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Children describe the location of the four countries and capital cities using geographical vocabulary e.g directional language (North, East, South and West).</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the location of London on a UK map.</li> <li>• Children recap the four countries of the UK.</li> <li>• Children locate the main features of London using a map e.g the Shard and the River Thames.</li> </ul>	
Place Knowledge	<ul style="list-style-type: none"> <li>• Children compare the similarities and differences of the four different countries in the UK. E.G. It is colder in Scotland.</li> <li>• Children use a world map to locate the Equator.</li> </ul>	<ul style="list-style-type: none"> <li>• Children compare similarities and differences between London and Edinburgh e.g Edinburgh Castle and the Shard. e.g Richmond Park and Arthur's Seat.</li> <li>• Children sort pictures into the correct locations and provide reasons why (based on the features) e.g Mumbai and London.</li> </ul>	
Human and Physical	<ul style="list-style-type: none"> <li>• Children draw a map and use their own symbols to locate different features in the area.</li> </ul>	<ul style="list-style-type: none"> <li>• Children look at pictures to identify the key features of Richmond.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Children apply vocabulary to their written work e.g labelling maps.</li> <li>Children apply vocabulary to pictures and discuss what they can see.</li> <li>Children discuss the location of the Equator e.g the closer a country is to the Equator the warmer the climate.</li> </ul>	<ul style="list-style-type: none"> <li>Children visit the London Eye and identify the physical features of the city e.g Big Ben.</li> <li>Children visit the London Eye and identify human features of the city e.g The River Thames.</li> </ul>	
Geographical skills and Enquiry	<ul style="list-style-type: none"> <li>Children use a world map to name and locate the world's seven continents and five oceans.</li> <li>Children use a world map to name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Children describe the location of the four countries and capital cities using geographical vocabulary e.g directional language (North, East, South and West).</li> <li>Children use Google Earth to look at the continents and capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>Children make their own map of London and locate the landmarks using a key e.g to locate a park they drew a tree.</li> <li>Children discuss why a key is important and what the symbols represent and how they are relevant.</li> <li>Children use directional language to describe the location of features in London.</li> <li>Children are exposed to Google Earth to look at the similarities and differences of London and Mumbai.</li> <li>Children walk around their school grounds and observe key features to create their own map with a key to identify human and physical features.</li> </ul>	
<b>Year 3</b>	<p><b><u>Comparative study of Richmond Upon Thames with other 'Richmond's' around the world - 2<sup>nd</sup> half of term</u></b></p> <p>Use maps to locate different 'Richmond's' and focus on climate in the differing locations. Also to make comparisons between two Richmonds focusing on urban and rural features.</p> <p>Investigate by recording the temperature in each Richmond every day for a month and draw conclusions about the differences.</p> <p><u>Vocabulary:</u> Latitude, longitude, Equator, Degrees Celsius, less than, more than, North, East, South,</p>	<p><b><u>Brazilian Rainforest – 1<sup>st</sup> half of term</u></b></p> <p>Study the location of Brazil and use maps to identify other parts of the world where rainforests can be found. Study the habitat and make fact files about the animals that live there. Consider the environmental issues facing the region and debate the pros and cons of deforestation.</p> <p><u>Vocabulary:</u> Equator, Rainforest, deforestation, dense, agriculture, Carbon-Dioxide, emergent layer, canopy layer, understory and forest floor</p>	<p><b><u>River Nile – from source to mouth - 2<sup>nd</sup> half of term</u></b></p> <p>Study the importance of the River Nile to the Ancient Egyptians and learn how what caused the Nile to flood every year. Trace the journey of the Nile and learn the correct river vocabulary. Look at the importance of the Aswan Dam to modern Egypt and make models of dams.</p> <p><u>Vocabulary:</u> source, delta, tributary, mouth, flood plain, meander, Lake Victoria, River Nile, agriculture, fertile, crop, flood, journey, climate change, silt and Aswan Dam</p>

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	West, Arctic climate, Tropical climate, Temperate climate, Mediterranean climate, rural, urban and key.		
<b>Skills</b>			
	<b>Richmonds around the world</b>	<b>Rainforest</b>	<b>The Nile</b>
Locational Knowledge	<ul style="list-style-type: none"> <li>• Children use maps to locate the four different Richmond's.</li> <li>• Children and teacher's use google maps to locate and compare the different Richmond's around the world.</li> <li>• Children use atlases to find the locations and identify key features of the surrounding areas.</li> <li>• Children discuss the different time zones between the cities and how this effects the temperature at the time we measure it.</li> </ul>	<ul style="list-style-type: none"> <li>• Children use a world map to locate the world's rainforests.</li> <li>• Children use a world map and an atlas to locate the Amazon Rainforest.</li> <li>• Children use a map to label the countries where the rainforests are.</li> <li>• Children identify the equator and understand how living closer to the equator can have an impact on weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Children use a world map to locate the River Nile.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>• Children compare a rural and urban location.</li> <li>• Children discuss similarities and differences of a rural and urban area.</li> <li>• Children identify similarities and differences of a rural and urban area.</li> </ul>		<ul style="list-style-type: none"> <li>• Children make comparisons between ancient Egypt and modern Egypt with regards to the Nile from observations and discussions.</li> </ul>
Human and Physical	<ul style="list-style-type: none"> <li>• Children record the temperature of the four different Richmond's.</li> <li>• Children and teacher discuss the different types of settlement.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are introduced to climate zones and biomes (through their trip to Kew Gardens).</li> <li>• Children discuss fair trade (what changes can we make in our life to make people who live by the rainforest better).</li> <li>• Children learn about deforestation and how this impacts all living things.</li> <li>• Children learn about the different layers of the rainforest and understand the different types of animals which live each layer.</li> </ul>	<ul style="list-style-type: none"> <li>• Children discuss how important the river Nile was to the Ancient Egyptians in terms of growing crops.</li> <li>• Children understand the effects climate change will have on the Nile and the surrounding area.</li> <li>• Children understand how the Nile has changed over time with the use of the Aswan Dam.</li> <li>• Children build a dam to mimic how the dam controls floods.</li> <li>• Children debate the advantages and disadvantages of using dams.</li> </ul>
Geographical skills and Enquiry	<ul style="list-style-type: none"> <li>• Children use a key to compare temperature ranges between the four Richmond's</li> </ul>	<ul style="list-style-type: none"> <li>• Children observe and measure the difference in temperature outside and</li> </ul>	<ul style="list-style-type: none"> <li>• Children identify and label these features on a map of the Nile : - Source</li> </ul>

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	<ul style="list-style-type: none"> <li>Children observe, measure and record the temperature and present the findings in a table and a graph.             <ul style="list-style-type: none"> <li>Atlases</li> <li>Maps</li> <li>Google Maps</li> <li>Globe</li> </ul> </li> </ul>	<p>inside the rainforest biomes at Kew Gardens.</p> <ul style="list-style-type: none"> <li>Atlases</li> <li>Maps</li> <li>Google Maps</li> <li>Globe</li> </ul>	<ul style="list-style-type: none"> <li>Mouth</li> <li>Tributary</li> <li>delta</li> </ul>
<b>Year 4</b>	<p><b><u>Mountains - water cycle - 2<sup>nd</sup> half of term</u></b></p> <ul style="list-style-type: none"> <li>How mountains are formed</li> <li>Study of mountain ranges around the world</li> <li>How climate affects way of life and differing flora and fauna on mountains</li> </ul> <p><u>Vocabulary:</u> fold mountains, volcanic mountains, block mountains, tectonic plates, crust, mantle, core, magma, lava and Pangea, Andes, Alps, Rockies, Himalayas, Urals, Pyrenees, Atlas and Ethiopian Highlands</p>	<p><b><u>Japan – 1<sup>st</sup> half of term</u></b></p> <p>Trade and economy- natural resources- Japan</p> <p>Look at how Japan is made up of a mountainous archipelago of islands and how this effects the way of life, culture and food.</p> <p><u>Vocabulary:</u> population, tourism, culture, religion, landmark, Yokohama, Nagoya, Pacific coast, climate, archipelago</p>	<p><b><u>Juniper Hall – 1<sup>st</sup> half of term</u></b></p> <p>Juniper Hall</p> <p>3 Day Field Study at Residential Centre</p> <ul style="list-style-type: none"> <li>Use ordinance survey maps to identify local features</li> <li>Use compasses for orienteering</li> </ul> <p>Look at use of land.</p> <p><u>Vocabulary:</u> compass points, North, East, South, West, quarter turn, map, route and key</p>
<b>Skills</b>			
	<b>Mountains – Water cycle</b>	<b>Japan</b>	<b>Juniper Hall/Habitats</b>
Location Knowledge	<ul style="list-style-type: none"> <li>Children use atlases to locate mountain ranges around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Children use atlases to locate Japan and understand that it is made of an archipelago of islands.</li> <li>Children use Google Earth to locate Japan and to see what surrounds this country.</li> </ul>	<ul style="list-style-type: none"> <li>Children use google earth to locate Box Hill.</li> <li>They use ordnance survey maps to look at features of the area.</li> </ul>
Place Knowledge		<ul style="list-style-type: none"> <li>Children compare similarities and differences in the life of the UK and Japan.</li> </ul>	<ul style="list-style-type: none"> <li>Children stay two nights at Box Hill.</li> </ul>
Human and Physical	<ul style="list-style-type: none"> <li>Children look at how mountains are formed and look at how the climate changes at different levels of mountain ranges.</li> <li>Children look at the animals and plants who live on this habitat.</li> <li>Children consider the impact of tourism.</li> <li>Children learn how living near a mountain influences the lives of indigenous people.</li> </ul>	<ul style="list-style-type: none"> <li>Children consider the impact of much of Japan being mountainous on its farming, diet and housing.</li> <li>Children look at Japanese exports to the rest of the world.</li> <li>Children look at how Japan is a seasonal country.</li> </ul>	

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Geographical skills and Enquiry	<ul style="list-style-type: none"> <li>Children use maps, atlases and globes to locate mountain ranges.</li> </ul>	<ul style="list-style-type: none"> <li>Children use maps, atlases and globes to locate Japan.</li> </ul>	<ul style="list-style-type: none"> <li>Children use ordnance survey maps.</li> <li>Children use compasses in a treasure hunt at Box Hill.</li> <li>Children learn orienteering skills.</li> </ul>
Year 5	<p><b><u>Natural Disasters</u></b></p> <p><b><u>Autumn 2</u></b></p> <p>Identifying how volcanoes are formed, studying the different types of eruptions and examining how man has managed volcanoes. Discuss the theory of plate tectonics and the impact of plates on land movement, formation, earthquakes and tsunamis.</p> <p><u>Vocabulary:</u> eruption, magma, lava, crater, tectonic plates, main vent, viscosity, pyroclastic flow, strato volcano, cinder cone, shield, Ring of Fire, crust, core, dormant, active, extinct, fault lines, Richter scale, tremor, tsunami, epicentre.</p>	<p><b><u>2<sup>nd</sup> half of term</u></b></p> <p><b><u>World Wide Trade 1<sup>st</sup> half of term</u></b></p> <p>Identify trade links with other countries and locate them on a map. Children look at the similarities and differences between the UK and El Salvador.</p> <p><u>Vocabulary:</u> export, import, highest value, trade, fair trade, global, national, local, technology, communication, transport, cargo, GDP.</p>	<p><b><u>Case Study: Coasts and Rivers</u></b></p> <p><b><u>1<sup>st</sup> half of term</u></b></p> <p>Studying how the geography of the Isle of Wight has influenced its history and economic development, examining the features of coastal erosion and developing map work skills.</p> <p><u>Vocabulary:</u> longshore drift, groynes, constructive, destructive, swash and backwash, wave, fetch, beach, cave, stack, arches, erosion, grid reference (four and six figure), scale, symbols.</p>
<b>Skills</b>			
	<b>How have volcanoes, earthquakes and tsunamis have affected the world?</b>	<b>Worldwide Trade</b>	<b>Coasts and Rivers</b>
Location Knowledge	<ul style="list-style-type: none"> <li>Children use interactive resources to locate volcanoes, earthquake zones and tsunami zones across the world.</li> </ul>	<ul style="list-style-type: none"> <li>In the context of UK imports, children will identify trade links with other counties and locate them on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Children use interactive resources and atlases to find the location of the Isle of Wight in relation to the rest of the UK and also key locations on the island.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>Children identify the similarities and differences between different types of volcanoes</li> <li>They understand the theory of plate tectonics and how this creates earthquakes and tsunamis.</li> </ul>	<ul style="list-style-type: none"> <li>Children explaining the similarities and differences between the UK and El Salvador, which lead to the pattern of trade between the two countries.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key locations on the island and their functions e.g the county town, Cowes and Shanklin.</li> </ul>
Human and Physical	<ul style="list-style-type: none"> <li>Children understand why there are different types of volcanoes and how they are formed.</li> <li>Children understand how man has managed and mitigated the negative impact volcanoes, earthquakes and tsunamis e.g reducing their negative impact and taking advantage of opportunities (tourism, geothermal power and agriculture).</li> </ul>	<ul style="list-style-type: none"> <li>Children can understand what trade is and its impact on human life.</li> <li>Children will identify the global supply chain.</li> <li>Children will understand how trading has changed throughout history and the potential impacts of recent political developments.</li> </ul>	<ul style="list-style-type: none"> <li>Coastal erosion and man's management of it.</li> <li>Children learn about the main industries on the island.</li> </ul>



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		<ul style="list-style-type: none"> <li>Children will understand how food production impacts land use .</li> </ul>	
Geographical skills and Enquiry	<ul style="list-style-type: none"> <li>Children use interactive resources to locate volcanoes across the world.</li> <li>Children use diagrams and models to create cross sections of volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>Children to use research skills to generate informative graphs to display the changing trade patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Children draw outline map of Isle of Wight and place key locations e.g Carisbrooke Castle with grid references.</li> <li>Children use ordnance survey symbols.</li> <li>Children look at and explore ordnance survey map of the island and use 6 figure grid references of the island to locate various places.</li> <li>Children use the 8 points of the compass to identify different locations on the island.</li> </ul>
Year 6	History only in this term	<p><b><u>The United Kingdom – 1st half of term</u></b></p> <p>Pupils identify the UK countries, name and locate its counties and cities and major geographical regions.</p> <ol style="list-style-type: none"> <li>Scaling geographical heights: This lesson is concerned with deepening pupils' understanding of the physical and human geography of the UK. Aerial photography will be used to identify patterns of topography (mountains, coasts, rivers) and human land use (settlement, economic activity).</li> <li>Trace the taste - Counties and products: This lesson begins to look at the influence of farming on the economic prosperity of different parts of the UK. Famous culinary dishes are used to stimulate discussion about why specific food items are produced in certain zones within the UK (climate, soil, historical factors).</li> <li>Famous football cities: This lesson develops pupils' insight into the industrial origin of settlements in the UK. The topic is approached through an analysis of football team nicknames which adds to the 'UK Class Map' by showing the location of cities and symbols for historical and current economic activity.</li> <li>B &amp; B - Cities of contrast: This lesson builds on Lesson 4 by exploring the historical development of two contrasting UK cities: Blackpool's seaside/ tourism/services and Birmingham's industry/transport/business.</li> </ol>	<p><b><u>Outdoor learning day – 2nd half of term</u></b></p> <p>Children draw plans of increasing complexity (plan of classroom/school/RP). As well as, apply geographical skills in our local area.</p> <p><b><u>Geographical Skills Module</u></b> ahead of moving to secondary school.</p> <p><u>Vocabulary:</u></p>

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		<p>5. Assessment - How much do you know?</p> <p><u>Vocabulary:</u> United Kingdom, Great Britain, British Isles, capital, regions, counties, areas, urban, rural, population, topography, land use, altitude, economic activity, settlement, development, economic development plan, tourism.</p> <p><b><u>The Mediterranean – 2nd half of term</u></b></p> <ol style="list-style-type: none"> <li>1. What's on the map? Bird's eye view on Europe. The children begin to build up a picture of Europe, using a range of maps to start investigating the continent, its principal cities, coastlines, nations, rivers and mountains.</li> <li>2. Is Europe a proper continent? Is the Mediterranean a proper sea? This lesson builds on the map that learners have already started to build, and invites them to think critically about what we mean by terms such as 'continent' and 'sea', and to consider how different places and features fit together.</li> <li>3. Zoom in on Italy: A country of Cities and Regions. This lesson 'zooms' in on Italy as a country of regions and cities. It considers the notion of scale within a country and encourages enquiry into the division of Italy into regions and how those regions function with their unique character and histories.</li> <li>4. Zoom in on Bologna and the Bolognese – A City of Education and a City of Food. In this lesson pupils look in more detail at Bologna, the capoluogo of the Emilia Romagna region. Pupils devise their own enquiry into an aspect of life in the city. This activity encourages reflection on the positives and negatives of life in Bologna, and things that they find interesting about it.</li> </ol> <p><u>Vocabulary:</u> Regions, regional identity, peninsula, continent, location, contrast, characteristics, scale, enquiry, Mediterranean, tourism.</p>	
<b>Skills</b>			
		<b>Spring – United Kingdom</b>	<b>Outdoor Learning Day</b>
Location Knowledge		<ul style="list-style-type: none"> <li>• Use latitude and longitude on atlas maps</li> </ul>	<ul style="list-style-type: none"> <li>• Using and recognising symbols on maps</li> </ul>

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		<ul style="list-style-type: none"> <li>• Locate places on a world map</li> <li>• locate the world's countries, using maps to focus on Europe, concentrating on key physical and human characteristics, countries, and major cities</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use atlas symbols</li> <li>• Draw a variety of thematic maps based on data</li> <li>• Begin to draw plans of increasing complexity – plan of classroom/ school/RP</li> <li>• Follow a short route on an OS map – Richmond Park</li> <li>• Use a scale to measure distances</li> <li>• Draw/use maps and plans at a range of scales</li> <li>• Use 8 compass points accurately and confidently</li> </ul>
Place Knowledge		<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> </ul>	<ul style="list-style-type: none"> <li>• Apply geographical skills in our local area</li> </ul>
Human and Physical		<ul style="list-style-type: none"> <li>• 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</li> </ul>	
Geographical skills and Enquiry		<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

# GEOGRAPHY CURRICULUM MAP

## National Curriculum Subject content

### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### Locational knowledge

- 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

#### Place knowledge

- 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

#### Human and physical geography

- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- 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

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- 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
- 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
- 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.

### Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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)

#### Place knowledge

- 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 within North or South America

#### Human and physical geography

- describe and understand key aspects of:

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- 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

### Geographical skills and fieldwork

- 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
- 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.