



Geography Curriculum Map

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Locational Knowledge: World	<p>Reception Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. 	<p>Introduce all terminology & wider world through stories, games & context.</p> <p>Focus on countries of the UK and the Poles.</p>	<p>Reintroduce Y1 content. Focus on UK countries, equator, and North south Poles. Introduce location and names of seven continents and five oceans.</p>	<p>Consolidation of the names and location of the world's seven continents and five oceans.</p> <p>N/S hemispheres Revise equator</p>	<p>Name and locate the main countries of Europe, inc. Russia, and surrounding seas/oceans</p>	<p>Latitude/ longitude GMT + Time zones (science link to day/night) Focus on South America.</p>	<p>Tropics of Cancer and Capricorn Arctic/Antarctic circle</p>	
Place Knowledge	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	Compare and contrast regions with the UK.						
Locational Knowledge: UK	<p>ELG Understanding the World: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>Know the differences and similarities of the geographical features of St Austell/Cornwall with a contrasting place in Britain- i.e Plymouth (Kernow Ted travels.) Investigating the wider world continents & major features.</p>	<p>Compare the differences and similarities of the human and physical geographical features of St Austell/Cornwall with a contrasting non-EU country - Australia and the habitats it provides for animals.</p>	<p>Place focus: UK -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics (history link - compare with Roman times)</p>	<p>Place focus: Scandinavia -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics (history link - compare today with Viking times)</p> <p>Focus area: Contrast Norway and Italy.</p>	<p>Place focus: Country in South America -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics</p> <p>Focus area: Brazil contrasted with Peru</p>	<p>Place focus: North America -location, countries, major cities (inc. capitals), environmental regions, key physical and human characteristics</p> <p>Focus area: North America</p>	
Physical Geography	<ul style="list-style-type: none"> 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>Know that Britain is in Europe -Know that London is the capital city of England -that Truro is the only city in Cornwall -the four countries that make up the UK Special focus on Wales</p>	<p>-know the capital cities of the UK and some of the surrounding countries. Special focus on Scotland and N I Know that London is the capital city and that the Thames flows through it. Great Fire of London. Why is London important and where is it ?</p>	<p>Revisit countries and capital city Focus on the regions of UK</p> <p>Physical - Key hills and mountains</p> <p>Human - key changes in Britain after Roman invasion</p>	<p>Major cities (history link - Vikings)</p> <p>Physical - topographical features which led to it being chosen by the Vikings (e.g. climate, soil/land type)</p> <p>Human - Viking invasion and its impact + legacy</p>	<p>Major counties and cities</p> <p>Physical - location of major rivers and estuaries</p>	<p>Significance of UK geography in the war (e.g. reasons for targeted areas, land use, migration to/from cities)</p>	
Human geography		<p>-Know the four seasons and weather patterns for each When and where will plants grow around school/ What is the weather like today? What is the weather like in the rest of the UK?</p> <p>-know where the equator is and where the hottest places are. -use vocabulary to describe Britain's physical Geography (ie lakes, forest, cliff, beach)</p>	<p>-know the typical weather of the UK and compare the similarities and differences to a non-EU country - Australia.</p> <p>-know hot/cold places in relation to the equator</p> <p>-know the North/South poles. Use vocabulary to describe physical features of a contrasting country (ie mountain, volcano)</p>	<p>Mountains, volcanoes and earthquakes. Different physical and topographical features of a UK regions .i.e. climate, river, coastline mountain etc.</p>	<p>Describe, name and understand the different climate zones Begin to discuss processes of evaporation and condensation in the context of the water cycle (link to science topic - state change) Contrast Norway and Italy. Climate, physical features. Settlement and migration patterns</p>	<p>Describe and understand the main stages of the water cycle</p> <p>Rivers: Features and sections, UK rivers, worldwide rivers, uses of rivers (links to history - importance of River Nile)</p>	<p>Identify, name and describe biomes and vegetation belts</p>	
		<p>Kernow Ted -use vocabulary to describe Britain's human geography (ie city, town, cathedral, village, farm, port, harbour)</p> <p>Kernow Ted -use vocabulary to describe Britain's physical geography (ie beach, cliff, coast, mountain, sea, ocean, river)</p>	<p>Describe and contrast Australia and UK. Who are Australians and where do they live? How is land used in St Austell area? Identify and describe farming in Cornwall</p>	<p>Types of settlement and land use UK region- key cities, population and industry. Compare and contrast regions.</p>	<p>Changes in types of settlement and land use in the local area (science link - changes to the local area)</p>	<p>distribution of natural resources including energy, food, minerals and water</p>	<p>Economic activity including trade links</p>	



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<p>Geographical Skills and fieldwork</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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> <p>Create simple maps of school grounds.</p> <p>What is our place like?</p> <p>Where are the sunny and shady places around school?</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 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of the UK and the seven continents.</p> <p>Use the four points of a compass</p> <p>Use 2 figure, letter/number grid references (e.g. B3)</p> <p>Use some basic symbols and keys (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record 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>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features of the main countries in Europe and the surrounding seas and oceans</p> <p>Learn the eight points of a compass</p> <p>Use 2 figure, letter/number grid references (e.g. B3) to locate places. Use keys and symbols on maps.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.(science link - changes to local area - focus on immediate area surrounding school)</p>	<p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries of the world (in particular South America) and describe features</p> <p>Use the eight points of a compass to compare the positions of countries</p> <p>Use 4-figure, numerical grid references, symbols and keys (including the use of Ordnance Survey maps)</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (history link - China Clay topic)</p>	<p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features</p> <p>Use 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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