



# Geography Curriculum Map



		Autumn Term	Spring Term	Summer Term
Reception		<ul style="list-style-type: none"> <li>I know some environments that are different to the one in which I live.</li> <li>I can explore the natural world around me.</li> </ul>	<ul style="list-style-type: none"> <li>I know where I live and where my school is located.</li> <li>I know the names of some continents and countries.</li> <li>I can get information from and draw a simple map.</li> <li>I can look at aerial views and notice simple features.</li> </ul>	<ul style="list-style-type: none"> <li>I know 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> <li>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>
Year 1	Knowledge	<p><b>What is it like here?</b></p> <ul style="list-style-type: none"> <li>To know that the UK is short for 'United Kingdom'.</li> <li>To know that a country is a land or nation with its own government.</li> <li>To know the name of the country they live in.</li> <li>To know that an aerial photograph is a photograph taken from the air above.</li> <li>To know that atlases give information about the world and that a map tells us information about a place.</li> <li>To know that a map is a picture of a place, usually drawn from above.</li> <li>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> </ul>	<p><b>What is the weather like in the UK?</b></p> <ul style="list-style-type: none"> <li>To know the name of two continents (Europe and Asia).</li> <li>To know that a continent is a group of countries.</li> <li>To know that they live in the continent of Europe.</li> <li>To know that the UK is short for 'United Kingdom'.</li> <li>To know that a country is a land or nation with its own government.</li> <li>To know that the United Kingdom is made up of four countries and their names.</li> <li>To know the name of the country they live in.</li> <li>To know the four seasons of the UK.</li> <li>To know that 'weather' refers to the conditions outside at a particular time.</li> <li>To know that different parts of the UK often experience different weather.</li> <li>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>To know that weather conditions can be measured and recorded.</li> <li>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> <li>To know that a compass is an instrument we can use to find which direction is north.</li> <li>To know which direction is N, S, E, W on a map.</li> </ul>	<p><b>What is it like to live in Shanghai?</b></p> <ul style="list-style-type: none"> <li>To know the name of two continents (Europe and Asia).</li> <li>To know that a continent is a group of countries.</li> <li>To know that they live in the continent of Europe.</li> <li>To know that an ocean is a large body of water.</li> <li>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).</li> <li>To know that the UK is short for 'United Kingdom'.</li> <li>To know that the United Kingdom is made up of four countries and their names.</li> <li>To know the name of the country they live in.</li> <li>To know that life elsewhere in the world is often different to ours.</li> <li>To know that life elsewhere in the world often has similarities to ours.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally.</li> <li>To know that human features means any feature of an area that was made or built by humans.</li> <li>To know that an aerial photograph is a photograph taken from the air above.</li> <li>To know that atlases give information about the world and that a map tells us information about a place.</li> <li>To know that a map is a picture of a place, usually drawn from above.</li> <li>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> <li>To know what a sketch map is.</li> <li>To know that a compass is an instrument we can use to find which direction is north.</li> <li>To know which direction is N, S, E, W on a map.</li> </ul>



# Geography Curriculum Map



Y	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognising some physical features in their locality.</li> <li>• Recognising some human features in their locality.</li> <li>• Using an atlas to locate the UK.</li> <li>• Using directional language to describe the location of objects in the classroom and playground.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Responding to instructions using directional language to follow routes.</li> <li>• photographs.</li> <li>• Recognising basic human features on aerial photographs.</li> <li>• Recognising basic physical features on aerial photographs .</li> <li>• Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>• Using simple picture maps and plans to move around the school.</li> <li>• Asking questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>• Asking and answering simple questions about the features of their school and school grounds.</li> <li>• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>• Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing on a map which continent they live in.</li> <li>• Locating the four countries of the United Kingdom (UK) on a map of this area.</li> <li>• Showing on a map which country they live in and locating its capital city.</li> <li>• Describing how the weather changes with each season in the UK.</li> <li>• Describing the daily weather patterns in their locality.</li> <li>• Confidently using the vocabulary 'season' and 'weather'.</li> <li>• Recognising some physical features in their locality.</li> <li>• Using an atlas to locate the UK.</li> <li>• Using an atlas to locate the four countries in the UK.</li> <li>• Using directional language to describe the location of objects in the classroom and playground.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Responding to instructions using directional language to follow routes.</li> <li>• Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• photographs.</li> <li>• Using simple picture maps and plans to move around the school.</li> <li>• Asking questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>• Asking and answering simple questions about the features of their school and school grounds.</li> <li>• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> </ul>	<ul style="list-style-type: none"> <li>• Locating two of the world's seven continents on a world map.</li> <li>• Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</li> <li>• Showing on a map which continent they live in.</li> <li>• Naming some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>• Naming some key differences between their local area and a small area of a contrasting non-European country.</li> <li>• Recognising some physical features in their locality.</li> <li>• Recognising some human features in their locality.</li> <li>• Using an atlas to locate the UK.</li> <li>• Using a world map and globe to locate four of the world's seven continents (Europe and Asia)</li> <li>• Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• photographs.</li> <li>• Recognising basic human features on aerial photographs.</li> <li>• Recognising basic physical features on aerial photographs .</li> <li>• Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>• Adding labels to sketch maps.</li> <li>• Asking questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>• Asking and answering simple questions about the features of their school and school grounds.</li> <li>• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> </ul>
		<p><b>Would you prefer to live in a hot or a cold place?</b></p>	<p><b>Why is our world wonderful?</b></p>



# Geography Curriculum Map



	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To be able to name the seven continents of the world.</li> <li>• To know some similarities and differences between their local area and a contrasting non European country.</li> <li>• To know that the Equator is an imaginary line around the middle of the Earth.</li> <li>• To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li> <li>• To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li> <li>• To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li> <li>• To know that a globe is a spherical model of the Earth.</li> <li>• To begin to recognise world maps as a flattened globe.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name the seven continents of the world.</li> <li>• To be able to name the five oceans of the world.</li> <li>• To name some characteristics of the four capital cities of the UK.</li> <li>• To know the four capital cities of the UK.</li> <li>• To know that a capital city is the city where a country's government is located.</li> <li>• To know some key physical features of the UK.</li> <li>• To know some key human features of the UK.</li> <li>• To begin to recognise world maps as a flattened globe.</li> <li>• To know that maps need a title and purpose.</li> <li>• To know that maps need a key to explain what the symbols and colours represent.</li> <li>• To know that a tally chart is a way of collecting data quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a sea is a body of water that is smaller than an ocean.</li> <li>• To know that there are four bodies of water surrounding the UK and to be able to name them.</li> <li>• To know that coasts (and other physical features) change over time.</li> <li>• To know that a sea is a body of water that is smaller than an ocean.</li> <li>• To know some key human features of the UK.</li> <li>• To begin to recognise world maps as a flattened globe.</li> <li>• To know that maps need a title and purpose.</li> <li>• To know that a tally chart is a way of collecting data quickly.</li> <li>• To know that a pictogram is a chart that uses pictures to show data.</li> </ul>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Locating all the world's seven continents on a world map.</li> <li>• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>• Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</li> <li>• Describing what physical features may occur in a hot place in comparison to a cold place.</li> <li>• Locating some hot and cold areas of the world on a world map.</li> <li>• Locating the Equator and North and South Poles on a world map.</li> <li>• Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>• Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Recognising human features on aerial photographs and plan perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Locating all the world's seven continents on a world map.</li> <li>• Locating the world's five oceans on a world map.</li> <li>• Showing on a map the oceans nearest the continent they live in.</li> <li>• Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>• Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>• Showing on a map the city, town or village where they live in relation to their capital city.</li> <li>• Recognising why maps need a title.</li> <li>• Using an atlas to locate the four capital cities of the UK.</li> <li>• Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>• Using a world map, globe and atlas to locate the world's five oceans.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>• Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Locating the world's five oceans on a world map.</li> <li>• Showing on a map the oceans nearest the continent they live in.</li> <li>• Locating the surrounding seas and oceans of the UK on a map of this area.</li> <li>• Describing the key physical features of a coast using subject specific vocabulary.</li> <li>• Describing and understanding the differences between a city, town and village.</li> <li>• Describing the key human features of a coastal town using subject specific vocabulary.</li> <li>• Recognising why maps need a title.</li> <li>• Using an atlas to locate the four capital cities of the UK.</li> <li>• Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>• Using a world map, globe and atlas to locate the world's five oceans.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>• Using a map to follow a prepared route.</li> <li>• Recognising human features on aerial photographs and plan perspectives.</li> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Drawing a map and using class agreed symbols to make a simple key.</li> </ul>



# Geography Curriculum Map

<b>Year 3</b>		<ul style="list-style-type: none"> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Recognising there are different ways to answer a question.</li> <li>• Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising human features on aerial photographs and plan perspectives.</li> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Drawing a map and using class agreed symbols to make a simple key.</li> <li>• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Finding a given OS symbol on a map with support.</li> <li>• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>• Recognising there are different ways to answer a question.</li> <li>• Discussing the features they see in the area surrounding their school when on a walk.</li> <li>• Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>• Classifying the features they notice into human and physical with teacher support.</li> <li>• Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>• Asking and answering simple questions about data.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Finding a given OS symbol on a map with support.</li> <li>• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>• Recognising there are different ways to answer a question.</li> <li>• Discussing the features they see in the area surrounding their school when on a walk.</li> <li>• Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>• Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</li> <li>• Classifying the features they notice into human and physical with teacher support.</li> <li>• Taking digital photographs of geographical features in the locality.</li> <li>• Making digital audio recordings when interviewing someone.</li> <li>• Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>• Asking and answering simple questions about data.</li> </ul>
	<b>Knowledge</b>	<b>Why do people live near volcanoes?</b>	<b>Who lives in Antarctica?</b>	<b>Are all settlements the same?</b>
	<ul style="list-style-type: none"> <li>• To know the names of some countries and major cities in Europe and North and South America.</li> <li>• To know the names of some of the world's most significant mountain ranges.</li> <li>• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</li> <li>• To know the main types of land use.</li> <li>• To know some types of settlement.</li> <li>• To know the negative effects of living near a volcano.</li> <li>• To know the positive effects of living near a volcano.</li> <li>• To know the negative effects an earthquake can have on</li> </ul>	<ul style="list-style-type: none"> <li>• To know where North and South America are on a world map.</li> <li>• To know the names of some countries and major cities in Europe and North and South America.</li> <li>• To know that climate zones are areas of the world with similar climates.</li> <li>• To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</li> <li>• To know that biomes are areas of world with similar climates, vegetation and animals.</li> <li>• To know the world's biomes.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the main types of land use.</li> <li>• To know some types of settlement.</li> <li>• To know the main types of land use</li> <li>• To know the different types of settlement</li> <li>• To know water is used by humans in a variety of ways.</li> <li>• To know an urban place is somewhere near a town or city.</li> <li>• To know a rural place is somewhere near the countryside.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To know the UK grows food locally and imports food from other countries.</li> </ul>	



# Geography Curriculum Map



a community.

- To know ways in which communities respond to earthquakes.
- To know the different types of mountains and volcanoes and how they are formed.
- To know that an earthquake is the intense shaking of the ground.
- To know the different types of settlement
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know how to use various simple sampling techniques.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

- To know the main types of land use.
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
- To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know water is used by humans in a variety of ways.
- To know that a natural resource is something that people can use which comes from the natural environment.



# Geography Curriculum Map



		<ul style="list-style-type: none"> <li>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating the world's most significant mountain ranges on a map and identifying any patterns.</li> <li>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</li> <li>Identifying how topographical features studied have changed over time using examples.</li> <li>Describing how a locality has changed over time, giving examples of both physical and human features.</li> <li>Describing how and why humans have responded in different ways to their local environments.</li> <li>Understanding some of the causes of climate change.</li> <li>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</li> <li>Describing where volcanoes, earthquakes and mountains are located globally.</li> <li>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>Beginning to use maps at more than one scale.</li> <li>Finding countries and features of countries in an atlas using contents and index.</li> <li>Asking and answering one-step and two-step geographical questions.</li> <li>Observing, recording, and naming geographical features in their local environments.</li> <li>Using simple sampling techniques appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Finding the position of the Equator and describing how this impacts our environmental regions.</li> <li>Finding lines of latitude and longitude on a globe and explaining why these are important.</li> <li>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li> <li>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</li> <li>Identifying the position and significance of both the Arctic and Antarctic Circle.</li> <li>To know where North and South America are on a world map.</li> <li>Describing and beginning to explain similarities between two regions studied.</li> <li>Describing and beginning to explain differences between two regions studied.</li> <li>Describing how and why humans have responded in different ways to their local environments.</li> <li>Discussing climates and their impact on trade, land use and settlement.</li> <li>Explaining what measures humans have taken in order to adapt to survive in cold places.</li> <li>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Locating some major cities of the countries studied.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Locating some counties in the UK (local to your school).</li> <li>Locating some cities in the UK (local to your school).</li> <li>Beginning to locate the twelve geographical regions of the UK.</li> <li>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</li> <li>Describing how a locality has changed over time, giving examples of both physical and human features.</li> <li>Describing and beginning to explain similarities between two regions studied.</li> <li>Describing and beginning to explain differences between two regions studied.</li> <li>Describing how and why humans have responded in different ways to their local environments.</li> <li>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> <li>Describing and understanding types of settlement and land use.</li> <li>Explaining why a settlement and community has grown in a particular location.</li> <li>Explaining why different locations have different human features.</li> <li>Explaining why people might prefer to live in an urban or rural place.</li> <li>Beginning to use maps at more than one scale.</li> <li>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li> <li>Using the scale bar on a map to estimate distances.</li> <li>Finding countries and features of countries in an atlas using contents and index.</li> <li>Zooming in and out of a digital map.</li> </ul>



# Geography Curriculum Map



- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Taking digital photos and labelling or captioning them.</li><li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li><li>• To recognise world maps as a flattened globe.</li></ul> | <ul style="list-style-type: none"><li>• Describing where volcanoes, earthquakes and mountains are located globally.</li><li>• Describing how humans use water in a variety of ways.</li><li>• Describing and understanding types of settlement and land use.</li><li>• Explaining why different locations have different human features.</li><li>• Explaining why people might prefer to live in an urban or rural place.</li><li>• Beginning to use maps at more than one scale.</li><li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li><li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li><li>• Using the scale bar on a map to estimate distances.</li><li>• Finding countries and features of countries in an atlas using contents and index.</li><li>• Zooming in and out of a digital map.</li><li>• Accurately using 4-figure grid references to locate features on a map in regions studied.</li><li>• Beginning to locate features using the 8 points of a compass.</li><li>• Making and using a simple route on a map.</li><li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li><li>• Beginning to choose the best approach to answer an enquiry question.</li><li>• Mapping land use in a small local area using maps and plans.</li><li>• Observing, recording, and naming geographical features in their local environments.</li><li>• To understand that a scale shows how much smaller a map is compared to real life.</li><li>• To recognise world maps as a flattened globe.</li></ul> | <ul style="list-style-type: none"><li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li><li>• Using a simple key on their own map to show an example of both physical and human features.</li><li>• Following a route on a map with some accuracy.</li><li>• Saying which directions are N, S, E, W on an OS map.</li><li>• Making and using a simple route on a map.</li><li>• Beginning to choose the best approach to answer an enquiry question.</li><li>• Mapping land use in a small local area using maps and plans.</li><li>• Asking and answering one-step and two-step geographical questions.</li><li>• Observing, recording, and naming geographical features in their local environments.</li><li>• Taking digital photos and labelling or captioning them.</li><li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li><li>• To understand that a scale shows how much smaller a map is compared to real life.</li><li>• To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li><li>• To know that an OS map shows human and physical features as symbols.</li><li>• To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</li><li>• To know an enquiry-based question has an open-ended answer found by research.</li></ul> |
|---|---|--|



# Geography Curriculum Map



		<ul style="list-style-type: none"> <li>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> </ul>		
Year 4	Knowledge	<p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>To know where North and South America are on a world map.</li> <li>To know the names of some countries and major cities in Europe and North and South America.</li> <li>To know the names of some of the world's most significant rivers.</li> <li>To know that climate zones are areas of the world with similar climates.</li> <li>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</li> <li>To know that biomes are areas of world with similar climates, vegetation and animals.</li> <li>To know the world's biomes.</li> <li>To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>To know the name of some counties in the UK (local to your school).</li> <li>To know the main types of land use.</li> <li>To know that countries near the Equator have less seasonal change than those near the poles.</li> <li>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li> <li>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> </ul>	<p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>To know where North and South America are on a world map.</li> <li>To know that climate zones are areas of the world with similar climates.</li> <li>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</li> <li>To know that biomes are areas of world with similar climates, vegetation and animals.</li> <li>To know the world's biomes.</li> <li>To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>To know the main types of land use.</li> <li>To know that countries near the Equator have less seasonal change than those near the poles.</li> <li>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li> <li>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li> <li>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li> </ul>	<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>To know where North and South America are on a world map.</li> <li>To know the names of some of the world's most significant mountain ranges.</li> <li>To know the names of some of the world's most significant rivers.</li> <li>To know the name of some counties in the UK (local to your school).</li> <li>To know the name of some cities in the UK (local to your school).</li> <li>To know the name of the county that they live in and their closest city.</li> <li>To begin to name the twelve geographical regions of the UK.</li> <li>To know the main types of land use.</li> <li>To know some types of settlement.</li> <li>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>To know the courses and key features of a river.</li> <li>To know the different types of mountains and volcanoes and how they are formed.</li> <li>To know the main types of land use.</li> <li>To know the different types of settlement.</li> <li>To know water is used by humans in a variety of ways.</li> <li>To know an urban place is somewhere near a town or city.</li> <li>To know a rural place is somewhere near the countryside.</li> <li>To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>To know the UK grows food locally and imports food from other countries.</li> <li>To understand that a scale shows how much smaller a map is compared to real life.</li> <li>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>To know that an OS map shows human and physical features as symbols.</li> <li>To know that grid-references help us locate a particular square on a map.</li> </ul>





# Geography Curriculum Map



- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the threats to the rainforest both on a local and global scale.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.
- To recognise world maps as a flattened globe.
- To know that grid-references help us locate a particular square on a map.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that quantitative data involves numerical facts and figures and is often objective.

- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.



# Geography Curriculum Map



## Skills

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some of the world's most significant rivers and identifying any patterns.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labeling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in

- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labeling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.

- Locating some countries in Europe and North and South America using maps.
- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating some of the world's most significant rivers and identifying any patterns.
- Locating some cities in the UK (local to your school).
- Beginning to locate the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4-figure grid references to locate features on a map in regions studied.
- Beginning to locate features using the 8 points of a compass.



# Geography Curriculum Map

	<p>a particular location.</p> <ul style="list-style-type: none"> <li>• Describing how humans can impact the environment both positively and negatively, using examples.</li> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Making and using a simple route on a map.</li> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Mapping land use in a small local area using maps and plans.</li> <li>• Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> <li>• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>• Collecting quantitative data in charts and graphs.</li> <li>• Using a questionnaire / interviews to collect quantitative fieldwork data.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Suggesting different ways that a locality could be changed and improved.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Making digital audio recordings for a specific purpose.</li> <li>• Designing a questionnaire / interviews to collect qualitative fieldwork data.</li> <li>• Using a questionnaire / interviews to collect quantitative fieldwork data.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Saying which directions are N, S, E, W on an OS map.</li> <li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Mapping land use in a small local area using maps and plans.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> <li>• Taking digital photos and labelling or captioning them.</li> <li>• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>• Begin to use a simplified Likert Scale to record their judgements of environmental quality.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Suggesting different ways that a locality could be changed and improved.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul>
	<p><b>What is life like in the Alps?</b></p>	<p><b>Why do oceans matter&gt;</b></p>	<p><b>Would you like to live in the desert?</b></p>



# Geography Curriculum Map



Year 5	Knowledge	<ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe and North and South America.</li> <li>To know some similarities and differences between the UK and a European mountain region.</li> <li>To know why tourists visit mountain regions.</li> <li>To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>To name and describe some of the world's vegetation belts.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>To know the location of key physical features in countries studied.</li> <li>To know why the ocean is important.</li> <li>To know some positive impacts of humans on the environment.</li> <li>To know some negative impacts of humans on the environment.</li> <li>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe and North and South America.</li> <li>To know the location of key physical features in countries studied.</li> <li>To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).</li> <li>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li> <li>To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>To name and describe some of the world's vegetation belts.</li> <li>To know which factors are considered before people build settlements.</li> <li>To know that natural resources can be used to make energy.</li> <li>To know some negative impacts of humans on the environment.</li> <li>To know that contours on a map show height and slope.</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>To know a line graph can represent variables over time.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Locating more countries in Europe and North and South America using maps.</li> <li>Locating major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Identifying significant environmental regions on a map.</li> <li>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> <li>Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>Describing and explaining similarities between two environmental regions studied.</li> </ul>	<ul style="list-style-type: none"> <li>Locating more countries in Europe and North and South America using maps.</li> <li>Locating major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Identifying significant environmental regions on a map.</li> <li>Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>Understanding how climates impact on trade, land use and settlement.</li> </ul>	<ul style="list-style-type: none"> <li>Locating major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Identifying significant environmental regions on a map.</li> <li>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> <li>Confidently locating the twelve geographical regions of the UK.</li> <li>Understanding how land-use has changed over time using examples.</li> <li>Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</li> <li>Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>Describing and explaining similarities between two environmental regions studied.</li> </ul>



# Geography Curriculum Map



- Describing and explaining differences between two environmental regions studied.
- Understanding how climates impact on trade, land use and settlement.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Following a short pre-prepared route on an OS map
- Choosing the best approach to answering an enquiry question.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Selecting appropriate methods for data collection.

- Using maps to explore wider global trading routes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Using the scale bar on a map to calculate distances.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Selecting a map for a specific purpose.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Selecting appropriate methods for data collection.
- Beginning to use standard field sampling techniques appropriately.

- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Describing and understanding economic activity, including trade links.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Interpreting and using real-time/live data.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using models and maps to talk about contours and slopes.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.



# Geography Curriculum Map



	<ul style="list-style-type: none"> <li>• Designing interviews/ questionnaires to collect qualitative data.</li> <li>• Conducting interviews/ questionnaires to collect qualitative data.</li> <li>• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> </ul>	<ul style="list-style-type: none"> <li>• Using GIS (Geographical Information Systems) to plot data sets.</li> <li>• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>• Evaluating evidence collected and suggesting ways to improve this.</li> <li>• Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul>		
	<b>Why does population change?</b>	<b>Where does our energy come from?</b>	<b>Can I carry out an independent fieldwork enquiry?</b>	
<b>Year 6</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the name of many counties in the UK.</li> <li>• To know the name of many cities in the UK.</li> <li>• To confidently name the twelve geographical regions of the UK.</li> <li>• To know that London and the South East regions have the largest population in the UK.</li> <li>• To know the global population has grown significantly since the 1950s.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know migration is the movement of people from one country to another.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>• To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>• To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>• To be aware of some issues in the local area. To know what</li> </ul>	<ul style="list-style-type: none"> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the name of many cities in the UK.</li> <li>• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li> <li>• To know that natural resources can be used to make energy.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that contours on a map show height and slope.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>• To know what a range of data collection methods look like.</li> <li>• To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the name of many cities in the UK.</li> <li>• To confidently name the twelve geographical regions of the UK.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that contours on a map show height and slope.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>• To know what a range of data collection methods look like.</li> <li>• To know how to use a range of data collection methods.</li> </ul>



# Geography Curriculum Map



	<p>a range of data collection methods look like.</p> <ul style="list-style-type: none"> <li>To know how to use a range of data collection methods.</li> </ul>		
Skills	<ul style="list-style-type: none"> <li>Locating more countries in Europe and North and South America using maps.</li> <li>Locating key human features in countries studied.</li> <li>Locating many counties in the UK.</li> <li>Confidently locating the twelve geographical regions of the UK.</li> <li>Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>Understanding how climates impact on trade, land use and settlement.</li> <li>Understanding some of the impacts and causes of climate change.</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</li> <li>Describing and understanding economic activity, including trade links.</li> <li>Suggesting reasons why the global population has grown significantly in the last 70 years.</li> <li>Describing the 'push' and 'pull' factors that people may consider when migrating.</li> <li>Recognising geographical issues affecting people in different places and environments.</li> <li>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> <li>Confidently using and understanding maps at more</li> </ul>	<ul style="list-style-type: none"> <li>Locating more countries in Europe and North and South America using maps.</li> <li>Locating major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Locating many cities in the UK.</li> <li>Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>Understanding how land-use has changed over time using examples.</li> <li>Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</li> <li>Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>Describing and explaining similarities between two environmental regions studied.</li> <li>Describing and explaining differences between two environmental regions studied.</li> <li>Understanding how climates impact on trade, land use and settlement.</li> <li>Using maps to explore wider global trading routes.</li> <li>Understanding some of the impacts and causes of climate change.</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</li> <li>Describing and understanding economic activity, including trade links.</li> <li>Suggesting reasons why the global population has grown significantly in the last 70 years.</li> </ul>	<ul style="list-style-type: none"> <li>Locating major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Locating many cities in the UK.</li> <li>Confidently locating the twelve geographical regions of the UK.</li> <li>Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>Understanding some of the impacts and causes of climate change.</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</li> <li>Recognising geographical issues affecting people in different places and environments.</li> <li>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> <li>Confidently using and understanding maps at more than one scale.</li> <li>Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</li> <li>Recognising an increasing range</li> <li>of Ordnance Survey symbols on maps and locating features using six-figure grid references.</li> <li>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>Selecting a map for a specific purpose.</li> <li>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>Accurately using four and six figure grid references to locate features on a map in regions studied.</li> <li>Confidently locating features using the 8 points of a compass.</li> <li>Following a short pre-prepared route on an OS map</li> </ul>



# Geography Curriculum Map



than one scale.

- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map
- Planning a journey to another part of the world using six figure grid references and the eight points of a compass.
- Developing their own enquiry questions.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/ questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six figure grid references to locate features on a map in regions studied.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Selecting appropriate methods for data collection.
- Designing interviews/ questionnaires to collect qualitative data.
- Conducting interviews/ questionnaires to collect

- Identifying the eight compass points on an OS map.
- Developing their own enquiry questions.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Selecting appropriate methods for data collection.
- Designing interviews/ questionnaires to collect qualitative data.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/ questionnaires to collect qualitative data.
- Interpreting and using real-time/live data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.





# Geography Curriculum Map



- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

- qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.