

Geography curriculum map for Gorse Hill Primary School 2021

	TOPICS STUDIED	Locational knowledge	Place knowledge	Human and physical	Geography skills and fieldwork	Sticky facts to be remembered
KS1 What the curriculum says		<p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>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</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 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 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>	
Y1 School & its grounds UK and seasons Poles		<p>Name and locate 4 countries and capital cities of UK and be secure of the location of UK on world map. Also look at significance of the equator and the position of poles.</p>	<p>Children to develop a secure place knowledge of school and its grounds. This will progress in y2 and y3 to local area</p>	<p>Seasonal and daily weather patterns to be explored. Make use of 'Rain today' website. Look at position of equator and weather conditions compared to the Poles</p> <p>Use geographical vocab as above.</p>	<p>-Make use of rain gauges to monitor daily rainfall. -Study the school and its grounds. Look at aerial views of the --classroom compared to child's view. -Regular use of world maps and UK maps -Look at school grounds and encourage use of positional language and even compass points -create maps of classrooms and routes around school etc -use observations and discussions of schools and its ground.</p>	<p>know the four countries that make up the UK</p> <p>I know the capital cities of the UK</p> <p>I know where the equator is and where the Poles are.</p>
Y2 UK – four countries and capital cities 7 continents and 5 oceans Coasts & conservation		<p>Name and locate 4 countries and capital cities of UK (recap) but look at the seas surrounding the UK.</p> <p>Name and locate 7 continents and 5 oceans (link with history topic on explorers)</p>	<p>Chd will look at a small area in Kenya and compare with small area in UK (Stretford) – looking closely at similarities and differences. Physical and human characteristics to be examined</p>	<p>When comparing small area of Kenya to small area of Manchester (Stretford), chd will look closely at human and physical features.</p> <p>Chd will begin to recognise the diverse nature of Britains coastline. Human and physical features explored and conservation areas explored. (Link to science for habitats)</p>	<p>-Use maps, globes and atlases to study world, continents, oceans and the UK -use compass directions and positional language -use aerial photographs, recognise landmarks, make own maps – (routes to school or local area walk around school) -start to use symbols for own map (key) -use observational skills in local area. Investigate local streets/landmarks or point of interest in local area learning walk.</p>	<p>I can name the 7 continents in order of size</p> <p>I can name the 5 oceans</p> <p>I know the seas that surround the UK</p>

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KS2 What the curriculum says	locate the world's countries, using maps to focus on Europe (including the location of Russia) and N and S 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 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 (inc. day and night)	♣ 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	♣ describe and understand key aspects of: ♣ 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	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.	
Y3 -UK incl hills, mountains and coasts - fieldwork skills -Early settlements & the importance of rivers -Angry earth	Name and locate geographical regions of the UK including their key topographical features and land use patterns - understanding how some of these have changed over time.	Chd to be familiar with regions of UK and their location on a map	Explore physical geography – mountains, coasts and rivers etc. Explore human geography - Study early settlements and the importance of rivers – how these have changed over time.	-Use 8 points of a compass to identify location of regions in UK. -4 figure grid references. -Use OS maps. -Explore human and physical features of local area. -Use maps, atlases and globes.	-I can identify 4 different regions of the UK -I can name some mountains and mountain ranges in the UK -I know why rivers have been important in settlements through time.
Y4 North West Rivers Europe	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Focus on North West region of the UK.	understand geographical similarities and differences through the study of human & physical geography of a region of the UK & a region in a European country.	describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement & land use, economic activity including trade links. Carry out a river study.	-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 make plans, sketches and graphs, and use digital technologies.	-I can name 6 European countries and their capitals. -I can explain the human and physical features within the North West -I can explain the water cycle using relevant vocabulary.

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Y5 -South America -Fairtrade (link to central America) -Rivers in UK and South America (incl a river study)	Focus on all of S America - environmental regions, key physical & human characteristics, countries & major cities. ♣ identify the position and sig. of latitude, longitude, Equator, N Hemisphere, S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones(inc.day &night)	understand geographical similarities & differences through the study of human and physical geography of a region of the UK, and a region within S America (important to do a river study – compare river Mersey to Amazon)	describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and 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	-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.	- I can name 5 countries and their capitals in South America -I can explain what Fairtrade means and why it is important. -I can explain the 3 main stages of rivers as well as explain the water cycle.
Y6 -North America (incl mountains and ranges) -Climate change -counties and cities of the UK (who got what in the struggle for the kingdom of England?)	Focus on all of N America – inc. mountains & ranges. Focus on their environmental regions, physical & human characteristics, countries & major cities. Name & locate counties of the UK, geog regions & their physical & human characteristics & understand how these have changed over time	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America	describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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	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 OS maps) to build their knowledge of the UK 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.	I can name 5 countries and their capitals in North America I can explain what climate change is and how I can help I can name 6 counties and cities of the UK

