



Geography CURRICULUM MAP

Geography Coverage

Purpose of study

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

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

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

Pupils should be taught to:

Locational knowledge

- **name and locate the world's seven continents and five oceans**
- **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas**

Place knowledge

- **understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country**

Human and physical geography

- **identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles**

use basic geographical vocabulary to refer to:

- **key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**
- **key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**

Geographical skills and fieldwork

- **use world maps, atlases and globes to identify the United Kingdom and its countries, as well as**

the countries, continents and oceans studied at this key stage

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

<u>Class</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS</u>	All about me	The Story Teller	Our Frozen Planet	New Life	Go Jetters	Fun at the Seaside
	Navigating around classroom environment and around school. Looking at our local area. Mapping - Features of the local environment around school and home.	Seasonal changes in Autumn – using senses to explore that natural world, sort and classify autumn leaves.	Animals in different climates around the world. Arctic + polar bears Antarctica - penguin Recycling and taking care of our world.	Identifying and recording the daily weather.	Explore whys on which we can travel. What is a journey. Learn about the countries Emma Jane visited on her journey. Use maps to map her journey. .	To know about the features of the seaside and compare to other places. Comment and ask questions about familiar places
Throughout the year, EYFS will explore the relevant seasons throughout the year learning about changes in weather patterns and environment through 'Understanding the World'.						
<u>Location Knowledge</u>		<u>Place Knowledge</u>		<u>Human and Physical Geography</u>		<u>Geographical enquiry skills and fieldwork</u>
• Talk about where they live – England, Blackburn and Pleckgate		• Talk about their homes and families • Identify the main features of their immediate environment –school and home • Find their way around school – showing and awareness of where things belong and		• Begin naming features of the local environment – school, home, house, road and park • Make observations of the local environment and explain why some things occur and talk about change • Identify the weather – raining, snowing, cloudy, windy, thundery,		• Make basic observations of the local environment • Use everyday language to talk about distance

		sunny etc • Looks closely at similarities, differences, patterns & change. • Exceeding: ch to know that the environment & living things are influenced by human activity.	and relative positions (behind, next to) in the local environment • Make attempts to draw simple features in their familiar environment and imaginary places • Identify a map • Make attempts at drawing a map of a familiar or imaginary place • Exceeding: Describe some actions which people in their own community do that help maintain the area they live in.
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<u>Year 1</u>		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
		Where do I live?		Around the world		Weather Patterns	
<u>Location Knowledge</u>		<u>Place Knowledge</u>			<u>Human and Physical Geography</u>		<u>Geographical enquiry skills and fieldwork</u>
• Name and locate where we live – Pleckgate, Blackburn and England • Name and locate the four countries that make up the United Kingdom – England, Scotland, Wales and Northern Ireland. • Identify the capital city of England (London) and find this on a map • Compare where Blackburn and London are on maps • Understand the term ‘continent’ • Name the seven continents – Asia, Africa, North and South America, Antarctica, Europe and Australia (Oceania) • Understand the term ‘Ocean’ • Name the five oceans – Pacific, Atlantic, Indian, Arctic, Southern •		• Recognise and talk about the key features and places in the local environment – school and home • Explain what makes our town special – Pleckgate, Blackburn Rovers Football Club. • Describe the jobs people do in our town • Recognise and talk about the people in the local environment • Begin observing and describing the human and physical geography of Blackburn • Identify the similarities and differences between a range of places they have visited – e.g what is different about town centres, farms, the seaside, the park			• Use simple geographical vocabulary identify key human and physical features of their school, its grounds and the surrounding environment (e.g school, house, terraced house, bungalow, field, trees, hill, park) • Begin to express views on the features of the local environment • Use simple geographical vocabulary to identify to key human and physical features of different environments and locations identified in topics (e.g castle, moat, hill, river) • Begin to look at how we can look after our environment – litter, recycling, respecting where we live and learn • Identify the seasons and explain how the weather changes with each season • Explain what people might wear at different times of the year • Point out the equator, north pole and south pole on a globe or map • Explain the main features of a hot and cold place		• Teacher led enquiries, to ask and respond to simple closed questions • Use information books/pictures as sources of information • Make observations about where things are - within school and in the local area • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Use a simple picture map to move around the school; Recognise that it is about a place • Use directional language such as near and far, up and down, left and right, forwards and backwards to describe the location of features and routes on a map

			• Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map • Draw key features in the local environment • Draw around objects to make a plan • Use picture maps and globes • When looking at maps and globes – learn the names of some places and their • locations within/around the UK. E.g. Home town, cities, countries
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<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	My world and me – Australia		Let's go on safari	At the farm		
<u>Location Knowledge</u> - Name and locate the countries and capital cities making up the United Kingdom: England –London Scotland – Edinburgh Wales – Cardiff Northern Ireland - Belfast - Name and locate the UK's surrounding seas – English Channel, North Sea, Irish Sea, Atlantic Ocean - Name and locate the seven continents - Asia, Africa, North and South America, Antarctica, Europe and Australia (Oceania) - Name and locate the five oceans - Pacific, Atlantic,		<u>Place Knowledge</u> - Describe a place outside of Europe using geographical words and make simple comparison (similarities and differences) to where we live - Explain how the lives of children are different in two contrasting localities.		<u>Human and Physical Geography</u> - Use simple geographical vocabulary to identify key human and physical features of the seaside, and a non-European place using words like beach, coast, ocean, pier, cliff, valley, forest, mountain, hill, park, town, church, school, university - Use simple geographical vocabulary to make simple comparisons between the key human and physical features our town, the seaside, a non-European place - Begin expressing views on the features of different localities- which is their favourite, why? - Explain what makes the seaside special - Describe the jobs people do at the seaside - Do they think people ever spoil the area – how? - Do they think people try to make the area better? How? - Identify the key features of the seasons and look at why patterns are starting to become less common due to global warming - Discuss where in the world is hot and cold in relation to the equator and the North/South Poles		<u>Geographical enquiry skills and fieldwork</u> - Encourage children to ask simple geographical questions; Where is it? What's it like? - Use books, stories, maps, pictures/photos and internet as sources of information - Investigate their surroundings - Make appropriate observations about why things happen - Make simple comparisons between features of different places - Follow directions (as yr 1 and inc'. NSEW) - Draw a map of a real or imaginary place using more detail - Add detail to real places from aerial

			photographs • Begin to understand the need for a key • Use class agreed symbols to make a simple key • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Locate, sketch and name landmarks on UK maps e.g. London, River Thames • Use maps and globes to locate the four countries and surrounding seas of the UK and its position in the world. • Use maps and globes to identify continents and oceans • Use large scale OS maps • Use an infant atlas.
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Key stage 2

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

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

<u>Year 3</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Countries of the world		Where does our food come from?		In the desert	
<u>Location Knowledge</u> • Identify and locate Europe on a map • Use maps to begin naming and locating some well-known European countries • Use maps and globes to name and locate the Mediterranean, along with some of its countries and cities • Identify key		<u>Place Knowledge</u> • Study a geographical region in Europe (the Mediterranean) and identify the main human and physical characteristics linked to the area • Study photographs, pictures, maps, weather patterns, temperatures and populations • Begin to make simple comparisons to where we live • Begin to understand how places in the UK have changed over time; identifying some differences between human and physical		<u>Human and Physical Geography</u> • Begin to understand the terms human and physical geography • Describe the physical features of a locality– i.e hills, mountains, coasts, land patterns • Describe human features in a locality in more detail– i.e types of settlement, land use, trade links between the UK and Europe • Explain why a locality has certain physical and human		<u>Geographical enquiry skills and fieldwork</u> • Begin to ask and initiate geographical questions • Use books, stories, atlases, pictures/photos and internet as sources of information • Begin to collect

topographical features of a location (hills, mountains, coasts and rivers) and understand how some of these have changed over time • Begin to identify the terms longitude, latitude, southern and northern hemisphere • Begin to identify the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere	characteristics	features – why is it like it is? • Explain why the Mediterranean is a popular holiday destination • Explain how the lives of people living in the Mediterranean would be different from their own • Begin to understand how human and physical features have changed over time <u>Volcanoes and Earthquakes</u> • Identify what a volcano/earthquake is • Describe how volcanoes/earthquakes are created • Identify the physical features of a volcano/earthquake • Name and locate some world famous volcanoes • Describe how volcanoes/earthquakes have changed the local environment • Be introduced to how volcanoes/earthquakes have impacted of people's lives (Pompei) • Begin to look at plate tectonics and the ring of fire	and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Use 4 compass points to follow/give directions • Use letter/no. co-ordinates to locate features on a map • Try to make a map of a short route experienced, with features in correct order • Begin to draw a simple sketch map of a familiar location • Try to make a simple scale drawing. Know why a key is needed • Use ordnance survey standard symbols • Follow a route on a map with some accuracy. (e.g. whilst orienteering) • Locate places on larger scale
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			maps e.g. map of Europe • Use maps and globes to locate the countries and regions studied and its position in the world • Begin to match boundaries (E.g. find same boundary of a country on different scale maps • Begin to identify locations on maps A,B and C • Use large scale OS maps and symbols to identify key features of locations • Begin to use Google maps on internet to identify locations • Begin to use junior atlases • Begin to identify features on aerial/oblique photographs
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<u>Year 4</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Our European neighbors		Earning a living		Village Settlers	
<u>Location Knowledge</u> • Use maps to name and locate some of the main cities in the north and south of the UK • Use map and globes to name and locate some well-known regions and countries of Europe already studied • Use maps and globes to locate Central and South America and begin naming and locating some of the South American countries, regions and cities studied • Identify key topographical features (in hills, mountains, coasts and rivers) of places studied and understand how some of these have changed over time • Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere • Begin understanding		<u>Place Knowledge</u> • Study main cities and villages in the UK; identifying and comparing the main human and physical features • Study a country/region in south America; Identifying its main human and physical features, • Study photographs, pictures, maps, weather patterns, temperatures and populations • Make comparisons to where we live • Understand how places studied have changed over time; beginning to identify the main differences between human and physical characteristics		<u>Human and Physical Geography</u> • Understand and accurately use the terms human and physical geography • Describe and compare the main human and physical features of a well-known city • Describe the main human and physical features of a village • Describe the human and physical differences between cities and villages • Explain the push and pull factors for living in cities and why these have changed over time • Explain why people choose to live in a village rather than a city • Describe the main human and physical features of Central and South America • Identify and describe trade links in more detail; look at trade links from around the world in relation to a few key items – chocolate, coffee, energy and other key exported items • Study fair trade and the impact on local lives • Discuss and debate fair trade • Identify key environmental issues – Water pollution, plastic pollution, Greenhouse effect, clean energy • Begin to find different views on an environment issue. What is their view? • Understand how human and		<u>Geographical enquiry skills and fieldwork</u> • Ask and respond to questions and offer their own ideas • Collect and record evidence • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map • Use 4 compass points accurately • Use grid references to locate features on a map confidently • Begin to recognise symbols on an OS map • Make a map of a short route experienced, with features in correct order • Make a simple scale drawing • Understand why a key is needed

what the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones of the countries studied • Begin locating these on a map		physical features of a place have changed over time <u>Rivers and Water Cycles</u> • Identify what a water cycle is • Identify the main features of water cycles • Identify what a river is • Identify the main features of a river • Explain how water cycle s and rivers work • Discuss how rivers have been used over time • Explain why water is such a valuable commodity? • Study water pollution/plastic pollution in rivers and seas/oceans <u>Volcanoes</u> • Describe how volcanoes/earthquakes have impacted of people's lives	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Physically follow a route on a large scale map (orienteeing in PE) • Match boundaries on different scale maps (E.g. find same boundary of a county on different scale maps) • Use large and medium scale OS maps • Use junior atlases • Use Google maps • Identify features on aerial/oblique photographs
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The United Kingdom		Investigating rivers		South America	
<u>Location Knowledge</u> - Use maps and globes to locate the main countries in Europe, naming most from memory - Use maps and globes to locate Russia in relation to Europe - Use maps and globes to name and locate South America; along with the countries, regions and cities studied - Begin locating other significant places in the world studied (i.e Egypt) - Identify key topographical features of places studied and understand how these have changed over time - To develop the skill of identifying the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere - Understand and begin to identify where the Tropics of Cancer and Capricorn are; the		<u>Place Knowledge</u> - Study the significant physical and human features of countries/regions studied in South America - Study photographs, pictures, maps, weather patterns, temperatures and populations to gain an in depth knowledge about the area to begin supporting geographical comparisons - Understand and study how places studied have changed over time (identifying the main differences between human and physical characteristics) and how they continue to change due to human and physical impact - Identify how the geographical features of countries can affect outcomes (i.e how country size, location, population, border Maginot Line) affected outcomes in WW2) - Building on previous learning in year 4 – identify how the key differences between rural and urban areas supported evacuees		<u>Human and Physical Geography</u> - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) - Describe and understand the human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Describe how physical and human activity has impacted on areas of the world - Report on ways in which humans have both improved and damaged the environment - Identify key environmental issues – deforestation, wildfires - Identify their views and debate environmental issues - Explain what a place might be like in the future taking account environmental and physical change <u>Rivers</u> - Explain why many cities in the world are situated by rivers - Explain why people are attracted to live by rivers - Name and locate many of the world's major rivers on maps - Describe how rivers have changed environments – explain how they fit into wider geographical locations;		<u>Geographical enquiry skills and fieldwork</u> - Begin to suggest questions for investigating. - Begin to use primary and secondary sources of evidence to find answers to their own geographical questions - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life - Begin using 8 compass points - Begin to use 4 figure coordinates to locate features on a map - Use/recognise OS map symbols - Use medium scale land ranger OS maps - Compare maps

arctic and Antarctic circle; time zones of the countries studied and the prime/Greenwich Meridian are • Begin identifying the position of countries studied in relation to the Tropics of Cancer and Capricorn, The arctic and Antarctic circle, time zones and the prime/Greenwich Meridian		with reference to human and economical features • Describe how rivers have impacted on local lives.	with aerial photographs • Select a map for a specific
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our local area		Extreme earth		North America	
<u>Location Knowledge</u> - Using maps and globes; confidently locate countries, counties and cities of the United Kingdom - Confidently compare different areas of the UK (Blackburn and Cardiff) – describing in detail their differences in human and physical features - Using maps and globes; confidently locate the continents of the world and their main countries - Identify and explain the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere, the Tropics of Cancer and Capricorn,		<u>Place Knowledge</u> - Study and describe the significant human and physical features of two places in the UK –Blackburn and Cardiff - Confidently compare the similarities and differences of two places in the UK in relation to their human and physical features - Study the significant physical and human features of countries/regions in other parts of the world - Confidently understand and explain how places in the UK and places in other parts of the world are similar and different in relation to their key human and physical features		<u>Human and Physical Geography</u> - Confidently describe and understand the key human features of a locality- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Confidently describe how physical and human activity has impacted on areas of the world - Show a good understanding of environmental issues and report on ways in which humans have both improved and damaged the environment - Debate with confidence their view on environmental issues - Explain what a place might be like in the future taking into account the environmental and physical changes that have occurred so far <u>Mountains</u> - Identify what a mountain is and how they are formed - Explain the differences between the formation of mountains and volcanoes - Discuss the difference between convergent and divergent formations. - Identify well known mountains – Kilimanjaro - Identify the key physical features of a mountain		<u>Geographical enquiry skills and fieldwork</u> - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it - Use 8 compass points confidently and accurately - Use 4 figure co-ordinates confidently to locate features on a map - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps - Draw a variety of thematic maps based on their own data - Begin to draw plans of increasing complexity - Use/recognise OS symbols - Follow a short

			route on an OS map • Describe features shown on OS map • Confidently use an atlas and locate places on a world map • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Use scale to measure distances • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Draw a plan view map accurately
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