

Little Thurrock Primary School



Whole School Curriculum Map – Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge						
	<p>Know names of 7 continents and 5 oceans Name four countries of the UK and their capital cities</p>	<p>Name and locate the 7 continents and 5 oceans Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas</p>	<p>Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic Begin to identify position of Prime/Greenwich Meridian and time zones</p>	<p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities Name and locate countries and cities of the UK, describing geographical regions and topographical features Explore how some aspects of physical and human characteristics have changed over time</p>	<p>Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features Identify position of latitude, longitude and N/S Hemispheres Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic Identify position of Prime/Greenwich Meridian and time zones</p>	<p>Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features Name and locate countries, cities and regions of the UK Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land use patterns have changed over time Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography</p>

Little Thurrock Primary School



Whole School Curriculum Map – Geography

Human & Physical Geography

<p>(The Natural World) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i></p> <p>Talk about daily weather and seasonal weather patterns in the UK</p> <p>Find hot and cold areas in world using atlases</p>	<p>Develop geographical vocab eg <i>rural, urban, vegetation, season</i></p> <p>Identify daily weather and seasonal weather patterns in the UK</p> <p>Locate and name hot and cold areas in world in relation to Equator and the North/South Poles</p>	<p>Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</p>	<p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p>	<p>Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features</p>	<p>Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features and how these change over time</p>
--	--	--	--	---	---	--

Skills & Fieldwork

<p>(People, Cultures and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Start to use world maps, atlases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p>	<p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Use aerial photos and plans to identify features, human and physical</p>	<p>Confidently use world maps, atlases and globes and begin to use digital mapping</p>	<p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg <i>numerical,</i></p>	<p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps</p>
---	---	---	--	--	--	---

Little Thurrock Primary School



Whole School Curriculum Map – Geography

Devise simple maps and create a key using symbols

quantitative and writing at length

Use 8-point compass, grid references and Ordnance Survey maps

Place Knowledge

(People, Cultures and Communities)
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and –when appropriate – maps.

Talk about similarities and differences between area of UK and non- European area

Identify similarities/differences in physical/human geography between area of UK and non-European area

Begin to explain geographical similarities and differences (region of UK, European country and N/S America)

Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class