Geography Curriculum

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| Year 1 | Geographical skills and fieldwork | Follow and use directional language (e.g. left and right turns) |
| Year 1 | Geographical skills and fieldwork | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps and plans |
| Year 1 | Geographical skills and fieldwork | Respond to simple geographical questions - what / where |
| Year 1 | Geographical skills and fieldwork | Investigate their local surroundings making simple field sketches and make lists of the features that they see |
| Year 1 | Geographical skills and fieldwork | Use information books and pictures to find geogrhpaical information |
| Year 1 | Human and physical geography | Identify seasonal and daily weather patterns in the United Kingdom |
| Year 1 | Human and physical geography | Use basic geographical vocabulary to refer to: forest hill river soil valley vegetation season and weather city town village factory farm house office  and shop |
| Year 1 | Locational knowledge | Name locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas |
| Year 1 | 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 |
| Year 2 | Geographical skills and fieldwork | 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 follow a route from a map |
| Year 2 | Geographical skills and fieldwork | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple maps; and use and construct basic symbols in a key |
| Year 2 | Geographical skills and fieldwork | Pose and answer geographical questions about a range of prompts |
| Year 2 | Geographical skills and fieldwork | Investigate the local area and make labelled field sketches and take measurements using metric measures |
| Year 2 | Geographical skills and fieldwork | Use a range of non fiction books stories maps and the internet to find out about places |
| Year 2 | Human and physical geography | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |
| Year 2 | Human and physical geography | Use basic geographical vocabulary to refer to: beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather  including: city town village factory farm house office port harbour and shop |
| Year 2 | Locational knowledge | Name and locate the world’s 7 continents and 5 oceans |
| Year 2 | Locational knowledge | Name locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas |
| Year 2 | 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 (Japan) |
| Year 3 | Geographical skills and fieldwork | Use maps atlases globes and digital/computer mapping to locate European countries focusing on Italy  and describe features studied |
| Year 3 | Geographical skills and fieldwork | Use the 4 points of a compass four figure grid refernces symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| Year 3 | Geographical skills and fieldwork | Ask geographical questions use a variety of sources of information to analyse evidence and draw simple conclusions |
| Year 3 | Geographical skills and fieldwork | Investigate places - make detailed field sketches take photographs collect and record numerical data |
| Year 3 | Geographical skills and fieldwork | Draw maps and plans that show simple measurements colours and symbols |
| Year 3 | Human and physical geography | Describe and understand key aspects of volcanoes and earthquakes |
| Year 3 | Human and physical geography | Describe and understand aspects of economic activity including trade links |
| Year 3 | Locational knowledge | 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 |
| Year 3 | Place knowledge | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Italy) |
| Year 4 | Geographical skills and fieldwork | Use maps atlases globes and digital/computer mapping to locate countries in South America (especially Brazil) and to describe features studied |
| Year 4 | Geographical skills and fieldwork | Use the eight points of a compass four and begin to use 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 |
| Year 4 | Geographical skills and fieldwork | To ask and respond to a range of geographical questions including those which make comparisons |
| Year 4 | Geographical skills and fieldwork | Investigate places make detailed sketches with explanatory annotations and field surveys with measures |
| Year 4 | Geographical skills and fieldwork | Draw detailed maps using standard OS symbols use simple scales when drawing maps and plans |
| Year 4 | Human and physical geography | Describe and understand key aspects of biomes vegetation belts |
| Year 4 | Human and physical geography | Describe and understand the distribution of natural resources including energy food minerals and water |
| Year 4 | Locational knowledge | Locate the world’s countries using maps to focus on South America concentrating on their environmental regions key physical and human characteristics countries and major cities |
| Year 4 | Locational knowledge | Identify the position and significance of latitude longitude Equator Northern Hemisphere Southern Hemisphere Arctic and Antarctic Circle |
| Year 4 | 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 South America (Brazil) |
| Year 5 | Geographical skills and fieldwork | Use maps atlases globes and digital/computer mapping to locate towns cities and counties in Britain and describe features studied |
| Year 5 | Geographical skills and fieldwork | Use the eight points of a compass 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 |
| Year 5 | Geographical skills and fieldwork | Suggest questions which could lead to extended investigations draw together information from  a range of sources to produce conclusions and explain reasoning |
| Year 5 | Geographical skills and fieldwork | Use field sketches and maps and surveys to explain key features of an environment which they have visited. |
| Year 5 | Geographical skills and fieldwork | Draw detailed maps knowing and using a range of standard symbols (not just OS) use and understand scales |
| Year 5 | Human and physical geography | Describe and understand key aspects of climate zones |
| Year 5 | Human and physical geography | Describe and understand key aspects of settlement and land use |
| Year 5 | Locational knowledge | 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 |
| Year 5 | Locational knowledge | Identify the position and significance of latitude longitude Equator Northern Hemisphere Southern Hemisphere the Tropics of Cancer and Capricorn Arctic and Antarctic Circle |
| Year 5 | 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 Spain |
| Year 6 | Geographical skills and fieldwork | Use maps atlases globes and digital/computer mapping to locate countries in North America and describe features studied |
| Year 6 | Geographical skills and fieldwork | 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 |
| Year 6 | Geographical skills and fieldwork | Ask questions which lead to in independent investigation of geographical concepts such as human impact sustainable communities etc |
| Year 6 | Geographical skills and fieldwork | Investigate places collect and record evidence annotate field sketches to describe and explain geographical processes and patterns. |
| Year 6 | Geographical skills and fieldwork | Draw scaled maps which make reference to variations in height using either shading or contour lines |
| Year 6 | Human and physical geography | Describe and understand key aspects of: rivers mountains |
| Year 6 | Human and physical geography | Describe and understand types of settlement and land use |
| Year 6 | Human and physical geography | Describe and understand economic activity including trade links and the distribution of natural resources including energy food minerals and water |
| Year 6 | Locational knowledge | Locate the world’s countries using maps to focus on North America concentrating on their environmental regions key physical and human characteristics countries and major cities |
| Year 6 | Locational knowledge | 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) |
| Year 6 | Place knowledge | 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 |
| Year 1 | Geographical skills and fieldwork | Follow and use directional language (e.g. left and right turns) |