



Geography Curriculum Map

The National Curriculum aims for Key Stage 1 and Key Stage 2 are:

- 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.

Nursery	<p>Curriculum content (Development Matters): Understanding the world</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>The following areas of learning are interlinked with the Geography Curriculum</p> <p>Curriculum content (Development Matters): Understanding the world</p>			
	Develop positive attitudes about the differences between people Celebrations around the world		Understand the need to care for and respect the environment and living things	
Assessment:				



Reception	<p>Curriculum content (Development Matters [DM] & Early Learning Goals [ELG]): Curriculum content (Development Matters): Understanding the world</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different from the one in which they live. <p>Curriculum content (Early Learning Goals): Understanding the world <u>People Culture and Communities ELG</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Explain 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. <p><u>The Natural World ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Name and describe people that are familiar to them children bring in photos of their family for classroom display. Share where they travelled to during the Summer break.	Celebrations around the world. Book displays representing different countries, cultures and communities. Inviting members from different cultural communities to speak with to the children.	Celebrations around the world. Book displays representing different countries, cultures and communities. Inviting members from different cultural communities to speak with to the children.	Create our own Cuffley School fairy-tale map. Making maps for their fairy tales.	Children will learn that some environments are different to the ones in which they live through an exploration of the differences between life in Africa and the Polar regions.	Recognise different environments and habitats Exploring maps Fieldwork – Local area



					A closer look at Kente cloth and African art. Drawing information from simple maps A walk around Cuffley	
Assessment:						

Key Stage 1	Subject Content (National Curriculum): 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.					
Year 1	Autumn 1- Spring 1			Spring 2- Summer 2		
	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork		
				Fieldwork		Map skills
	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding areas.	Begin to understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK.	Identify seasonal and daily weather patterns in the United Kingdom <u>Use basic geographical vocabulary to refer to:</u> <u>Key physical features, including:</u> seasons, weather, forest, mountain, hill, valley, soil and river. <u>Key human features, including:</u> city, town, village, shop, house	<u>Gather information</u> Use basic observational skills Draw simple features Ask and respond to basic geographical questions <u>Sketching</u> Create plans and draw simple features in their familiar environment (school grounds) Add some labels onto a sketch map. <u>Audio/Visual</u> Recognise a photo or a video as a record of what has been seen or heard Take pictures during fieldwork activities		<u>Using maps</u> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller and positional language such as left and right. Use directional language such as near and far, up and down, left and right, forwards and backwards. <u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features
	Spring 1- locational and place knowledge and human and physical geography assessment form			Summer 2-Geographical skills and fieldwork assessment form		
Year 2	Autumn 1- Spring 1			Spring 2- Summer 2		

	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
				Fieldwork	Map skills
	<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><u>Use basic geographical vocabulary to refer to:</u></p> <p><u>Key physical features, including:</u> sea, ocean, beach, cliff, coast and vegetation.</p> <p><u>Key human features, including:</u> port, harbour, office and farm.</p>	<p><u>Gather information</u> Use observational skills Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey Communicate findings in different ways Ask and respond to geographical questions (increasing in complexity)</p> <p><u>Sketching</u> Create plans and draw features of maps of the local area. Add labels onto a sketch map, map or photographs of features</p> <p><u>Audio/Visual</u> In the field, take pictures. Explain why these have been taken and label these.</p>	<p><u>Using maps</u> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>
Assessment:	Spring 1- locational and place knowledge and human and physical geography assessment form			Summer 2-Geographical skills and fieldwork assessment form	

Year 3	Autumn 1- Spring 1			Spring 2- Summer 2	
	Locational knowledge	Place Knowledge	Human and physical geography	Fieldwork	Map skills
Key Stage 2	Subject Content (National Curriculum): 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.				
	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region</p>	<p>Describe and understand key aspects of:</p> <p><u>Physical geography, including:</u> mountains, volcanoes and</p>	<p><u>Gather information</u> Ask geographical questions Record findings from fieldtrips Use appropriate terminology</p> <p><u>Sketching</u></p>	<p><u>Using maps</u> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital</p>

	<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>of the United Kingdom and the local area.</p>	<p>earthquakes and rivers.</p> <p><u>Human geography, including:</u> the distribution of natural resources including energy, food, minerals and water</p>	<p>Draw an annotated sketch from observation including some descriptive/ explanatory labels and indicating direction (using 4 compass points)</p> <p><u>Audio/Visual</u> Select views to photograph Add titles and labels giving date and location information Consider how photos provide useful evidence</p>	<p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><u>Making maps</u> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key</p>
Assessment:	Spring 1- locational and place knowledge and human and physical geography assessment form			Summer 2-Geographical skills and fieldwork assessment form	
Year 4	Autumn 1- Spring 1			Spring 2- Summer 2	
	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
				Fieldwork	Map skills
	<p>Build upon locational knowledge gained in Year 3 to locate countries within Europe, including Russia.</p> <p>Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>- identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. (refer back to Year 3 learning)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Compare to a region within the UK.</p>	<p>Describe and understand key aspects of:</p> <p><u>Physical geography, including:</u> the water cycle (as well as building upon existing knowledge from the previous year group)</p> <p><u>Human geography, including:</u> types of settlement and land use.</p>	<p><u>Gather information</u> Ask geographical questions Use a simple database to record and present findings Undertake surveys and conduct investigations Select and use appropriate terminology Begin to draw conclusions from the data</p> <p><u>Sketching</u> -Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual</u> Select views to photograph. Justify why. Add titles and labels giving date and location information Locate position of a photo on a map</p>	<p><u>Using maps</u> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint</p>



Assessment:	Spring 1- locational and place knowledge and human and physical geography assessment form			Summer 2-Geographical skills and fieldwork assessment form	
Year 5	Autumn 1- Spring 1			Spring 2- Summer 2	
	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
				Fieldwork	Map skills
	Using locational knowledge gained about the UK and Europe, locate North and South America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities. - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) (refer back to year 4 learning)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom compared to a region within North or South America.	Describe and understand key aspects of: <u>Physical geography, including:</u> climate zones, (as well as building upon existing knowledge from the previous year group) <u>Human geography, including:</u> economic activity including trade links	<u>Gather information</u> Select appropriate methods for data collection such as interviews, Make field notes, observational notes Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements <u>Sketching</u> Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. Select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns <u>Audio/Visual</u> Use photographic evidence in their investigations to support findings	<u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. <u>Making maps</u> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly
Assessment:	Spring 1- locational and place knowledge and human and physical geography assessment form			Summer 2-Geographical skills and fieldwork assessment form	
Year 6	Autumn- Spring 1			Summer	
	Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
				Fieldwork	Map skills
	Locate and compare the world's countries, using maps to focus on Europe (Russia and the UK) and North	Understand and explain geographical similarities and differences through the study of human	Describe and understand key aspects of: <u>Physical geography, including:</u> biomes and	<u>Gather information</u> Select appropriate methods for data collection such as interviews, Make relevant and purposeful field notes.	<u>Using maps</u> Follow a short route on a OS map Describe the features shown on an OS map

	<p>and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-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) and explain their understanding</p>	<p>and physical geography. Compare two or more regions from around the world.</p>	<p>vegetation belts (as well as building upon existing knowledge from the previous year group)</p> <p><u>Human geography, including:</u> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use a database to interrogate/amend information collected, Use graphs to display data collected Form and develop opinions Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u> Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns.</p> <p><u>Audio/Visual</u> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images</p>	<p>Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><u>Making maps</u> Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>
Assessment:	Spring 1- locational and place knowledge and human and physical geography assessment form			Summer 2-Geographical skills and fieldwork assessment form	