



Geography Curriculum Map

EYFS	0 – 3 Preschool	3 – 4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Understanding the World			
Foundational Knowledge: People, Culture and Community	<p>Enjoys playing with small-world models which represent a range of people, cultures and communities.</p> <p>Notice they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Show an understanding that others don't always enjoy the same things.</p> <p>Develop positive attitudes about the differences between people.</p>	<p>Compare and contrast characters from stories, including figures from different cultures.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>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 observations, to enhance their locational awareness.</p>
Foundational Knowledge: The Natural World	<p>Notices detailed features of objects in their environment.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Identify the key features of the life cycle of an animal or plant.</p> <p>Show an interest in the need to respect and care for the natural environment and all living things.</p>	<p>Draw information from a simple map and learn about the place where they live (Superhero Me!).</p> <p>Recognise the seasonal changes which take place and related weather patterns (Sparkle and Shine).</p> <p>Compare different environments to where they live, creating basic maps (Once Upon a Time).</p>	
Early Learning Goal	<p>People, Culture and Communities • 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, nonfiction texts and (when appropriate) maps.</p> <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>			



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Year 1	Autumn	Spring	Summer
National Curriculum	<p>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.</p> <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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: season and weather) and key human features (including: city, town, village, factory, farm, house, office, and shop) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage ♣ use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; ♣ 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 		
	UK	Shirley	Hot and Cold Places
Substantive Knowledge	<p>Know that the United Kingdom is made up of England, Northern Ireland, Scotland and Wales.</p> <p>Locate UK on a world map and globe</p> <p>Locate England, Northern Ireland, Scotland and Wales on a UK and world map.</p> <p>Locate London on a UK map.</p>	<p>Know own address.</p> <p>Know the name of the area (village/town/suburb) around their school.</p> <p>Identify human features in their local area (e.g. houses, flats, schools, shops, factories, gardens, parks, sports fields, railway, canal etc)</p> <p>Identify key physical features in the local area (e.g. woods, rivers, hills etc)</p>	<p>Know that the north and south poles are cold areas.</p> <p>Locate Sahara desert on map and know that this a very hot area.</p> <p>Locate arctic and Antarctica on globe/world map.</p> <p>Identify key physical features of Arctic/Antarctica/Sahara Desert.</p>



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	<p>Name the capital city of each country in the United Kingdom.</p> <p>Know that the United Kingdom is surrounded by the English Channel, North Sea and Irish Sea.</p>	<p>Identify the different ways in which people use their local area (e.g. to live, work, shop, education, recreation, tourism).</p> <p>Locate local area on UK map. Find own address and school address on Google Earth.</p> <p>Name and describe key human and physical features in local area.</p>	<p>Know that, at the poles, it is light all the time in the summer and dark all the time in the winter.</p> <p>Know that the world is getting warmer and that this is making the ice at the north/south pole melt.</p>
Disciplinary Knowledge		<p>Express likes and dislikes about features of local environment.</p> <p>Survey class members about how they travel to school.</p> <p>Create map of school grounds.</p>	<p>Identify ways in which Arctic/Antarctica is similar and different to our local area.</p> <p>Identify ways in which the Sahara Desert is similar and different to our local area.</p> <p>Know that the way people live in very hot or very cold places is different to how we live in the UK. Identify some of these differences (type of buildings, types of jobs, transport, availability of food/water)</p>
Assessment	<p>Teacher assessment shows that child can:</p> <ul style="list-style-type: none"> • use aerial photographs to recognise landmarks and basic human and physical features; • devise a simple map; • use locational and directional language to describe the location of features and routes on a map • 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 • use world maps, atlases and globes to identify the United Kingdom and its countries • be able to refer to key human features, including: village, house, shop • able to refer to key physical features, including: hill, season and weather • identify seasonal and daily weather patterns in the United Kingdom • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		



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Year 2	Autumn	Spring	Summer
National Curriculum	<p>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.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ 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 <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation) and key human features (including: port and harbour) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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 key human and physical features of their surrounding environment 		
	UK	Continents and Oceans	Hong Kong
Substantive Knowledge	<p>Know that the United Kingdom is made up of England, Northern Ireland, Scotland and Wales.</p> <p>Locate UK on a world map and globe</p> <p>Locate England, Northern Ireland, Scotland and Wales on a UK and world map.</p>	<p>Name each continent and ocean.</p> <p>Identify each continent by shape.</p> <p>Know that continents are seven large areas of land</p> <p>Locate continents and oceans on both maps and globes.</p>	<p>Know that Hong Kong is a region of China.</p> <p>Locate Hong Kong on a globe/world map.</p> <p>Compare Hong Kong and Shirley climates.</p> <p>Identify key physical features of Hong Kong.</p>



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	<p>Locate London on a UK map. Name the capital city of each country in the United Kingdom.</p> <p>Know that the United Kingdom is surrounded by the English Channel, North Sea and Irish Sea.</p>	<p>Locate continents on satellite images (e.g. Google Earth)</p> <p>Know that more of Earth's surface is covered by sea than land.</p> <p>Identify examples of mountains, rivers, forests, valleys on different continents e.g. Amazon rainforest, Nile river, Himalayan mountains, Lauterbrunnen valley</p>	<p>Identify key human features (famous buildings, parks etc)</p>
Disciplinary Knowledge	<p>Identify similarities and differences between England, Scotland, Wales and Northern Ireland</p>	<p>Identify similarities and differences between difference continents. Link learning about continent of Europe with previous learning about UK.</p>	<p>Compare similarities and differences in housing, leisure, schools, transport. Link learning about Hong Kong with previous learning about Shirley.</p>
Assessment	<p>Teacher assessment shows that child can:</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • devise a simple map; • use and construct basic symbols in a key • use simple compass directions (North, South, East and West) • 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 • use world maps, atlases and globes to identify the United Kingdom and its countries • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • be able to refer to key human features, including: city, town, factory, farm, office, port, harbour • be able to refer to key physical features, including: beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation • 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 • 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 		



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Year 3	Autumn		Spring	Summer
<p>National Curriculum</p>	<p>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> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ 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. <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ describe and understand key aspects of physical geography (including: mountains and volcanoes) ♣ describe and understand key aspects of human geography (including: the distribution of natural resources including energy and water) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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. 			
	<p>Volcanoes</p>	<p>Energy and Water</p>	<p>UK</p>	
<p>Substantive Knowledge</p>	<p>Describe and understand key aspects of mountains and volcanoes:</p> <ul style="list-style-type: none"> • What are the different types of mountains? <p>What are volcanoes and why do they erupt?</p>	<p>Describe and understand where our water comes from:</p> <ul style="list-style-type: none"> - Water collection, treatment and distribution in UK <p>Know that the availability, treatment and distribution of water varies around the world.</p> <p>Know that energy can be derived from renewable or non-renewable sources.</p>	<p>Name key cities of the UK:</p> <ul style="list-style-type: none"> - Capitals of each country - Local cities <p>Know what a county is.</p> <p>Locate capital cities of countries in UK on UK map.</p> <p>Locate major local cities on UK map.</p>	



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		<p>Know some non-renewable sources of energy (e.g. oil, coal, gas and nuclear energy). Know some renewable sources of energy (e.g. solar, wind, water, geothermal and biofuel). Know that different sources of energy produces different amounts of electricity and have differing impacts on the environment.</p>	<p>Locate West Midlands and surrounding counties on a UK map. Locate key local topographical features on a map. Describe key local topographical features (e.g. River Soar, Beacon Hill, National Forest, Rutland Water): Know some key topographical features in the UK (e.g. mountain ranges: Grampians, Pennines, Eryri (Snowdonia); lakes: Lake district; rivers: Severn, Thames, Trent)</p>
Disciplinary Knowledge	<p>How is life different in the mountains? (SD) How can people live with volcanoes? (SD) How are volcanoes changing the world? (CC)</p>	<p>Compare water as a resource in UK and around the world (availability, treatment, distribution). Where does UK get most of its energy from? (I) What are the issues with fossil fuels? (EI) How should we reduce energy use? (EI) Compare the impact of different sources of energy on the environment.</p>	<p>Compare West Midlands with Eryri (Snowdonia): topographical differences, population density, jobs, natural resources</p>
Assessment	<p>Teacher assessment shows that child can:</p> <ul style="list-style-type: none"> • 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 • 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 wider world • describe and understand key aspects of: human geography, including: types of settlement and land use • describe and understand key aspects of: human geography, including: the distribution of natural resources including energy, food, minerals and water • describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes, • 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 		



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Year 4	Autumn	Spring	Summer
<p>National Curriculum</p>	<p>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> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia)... concentrating on its environmental regions, key physical and human characteristics, countries, and major cities ♣ understand geographical similarities and differences through the study of human and physical geography of a region ...in a European country ♣ describe and understand key aspects of physical geography (including: earthquakes) and human geography (including: types of settlement and land use) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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. 		
	<p>Europe</p>	<p>Birmingham</p>	<p>Earthquakes</p>
<p>Substantive Knowledge</p>	<p>Know that Europe stretches from the Atlantic Ocean to the Ural Mountains and from the Arctic Ocean to the Mediterranean Sea.</p> <p>Understand that some countries (such as Russia and Turkey) are in both Europe and Asia.</p>	<p>Identify human features (e.g. entertainment venues, transport network, etc)</p> <p>Identify key physical features in the local area (e.g. woods, rivers, hills etc)</p> <p>Identify the different ways in which they use Birmingham (e.g. shop, education, recreation, tourism).</p> <p>Locate Birmingham on UK map.</p>	<p>Describe and understand key aspects of earthquakes:</p> <ul style="list-style-type: none"> • What are earthquakes and why do they happen? <p>What are tsunamis and why do they happen?</p>



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	<p>Identify the climate zones within Europe: Polar, Temperate and Mediterranean and locate these on a map of Europe.</p> <p>Identify the Ural mountains on a physical map and know their significance as the physical border between Europe and Asia</p>		
Disciplinary Knowledge	<p>Know that the number or names of countries in Europe can change (e.g. following war).</p> <p>Compare the climate of a number of specific regions within Europe</p>	Express likes and dislikes	<p>Where in the world are most earthquakes likely to occur?</p> <p>How is life different in an earthquake zone? (SD)</p> <p>How do we protect against tsunamis? (CC)</p>
Assessment	<p>Teacher assessment shows that child can:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 wider world • describe and understand key aspects of: human geography, including: types of settlement and land use • describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes, • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on environmental regions, key physical and human characteristics, countries, and major cities • 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 		



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Year 5	Autumn	Spring	Summer
National Curriculum	<p>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> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ describe and understand key aspects of physical geography (including: biomes and vegetation belt and rivers) and human geography (including types of settlement and land use) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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. 		
		South America	Rivers
Substantive Knowledge	<p>Locate South America on a world map.</p> <p>Study of the Amazon basin and Andes mountains as key topographical features of South America</p>	<p>Describe and understand key aspects of rivers and the water cycle.</p> <ul style="list-style-type: none"> • What are the features of a river? <p>What is the water cycle?</p>	<p>Describe and understand key aspects of biomes and vegetation belts.</p> <ul style="list-style-type: none"> • What are the main biomes in the world? (Tropical rainforest, savannah, hot desert, temperate



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			deciduous forests, boreal forests, tundra). Identify features of rainforests Know that rainforests can be tropical or temperate.
Disciplinary Knowledge	Where would I live in the Amazon? (EI) (Deforestation) How do the Andes impact where animals live? (How does this divide the continent?)	How do rivers change? (CC) How are rivers used? (I) What are the problems rivers can cause? (EI) Why is the Danube significant? (I)	How are the biomes changing? (CC) Know that deforestation is reducing rainforest global coverage. Do my actions change the rainforest? (EI)
Assessment	<p>Teacher assessment shows that child can:</p> <ul style="list-style-type: none"> • 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 wider world • describe and understand key aspects of: human geography, including: types of settlement and land use • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts • describe and understand key aspects of: physical geography, including: rivers and the water cycle • locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities 		



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Year 6	Autumn		Spring	Summer
<p>National Curriculum</p>	<p>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> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ describe and understand key aspects of and human geography (including: types of settlement and land use and trade links) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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. 			
	<p>Should the USA build a wall?</p>	<p>Emerging World Economies</p>	<p>Global Learning- Management of World Resources</p>	
<p>Substantive Knowledge</p>	<p>Identify North America on a world map.</p> <p>Understand North America as distinct to the USA.</p>	<p>-Understanding of GDP and the relationship between GDP and other factors, such as population.</p> <p>-Case studies of emerging economies, inc. China, India.</p>	<p>Identify issues facing the world as part of the climate crisis e.g.</p> <ul style="list-style-type: none"> - Greenhouse gases - Farming - Overpopulation - Scarcity of resources 	



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		- Understand the impact of the value some physical features to world economies	Know that there are different ways of attempting to address climate change.
Disciplinary Knowledge	Identify similarities and differences between North and South America. Know some of the reasons for the decision to build a wall between USA and Mexico.	Compare the strength and sustainability of certain economies. Which country will be the most successful in 10 years' time?	Compare the impact of different approaches to climate change Know why some methods of addressing climate change are easier to implement than others
Assessment	<p>Teacher assessment shows that child can:</p> <ul style="list-style-type: none"> • 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 wider world • describe and understand key aspects of: human geography, including: types of settlement and land use • describe and understand key aspects of: human geography, including: economic activity including trade links • locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities 		