Geography Curriculum Map

Skills/knowledge progression

In KS1 children should:

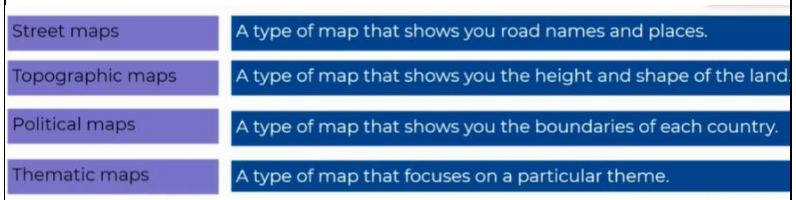
- develop knowledge about the world, the United Kingdom and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In KS2 children should:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- learn about the location and characteristics of a range of the world's most significant human and physical features.
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

YEAR A	Autumn	Spring	Summer
Coombe + Lake Y1	**What are the seasonal and daily weather patterns in the UK?** • identify seasonal and daily weather patterns in the United Kingdom • use world maps, atlases and globes to identify the United Kingdom and its countries • use basic geographical vocabulary to refer to key physical and human features	**What are the continents and oceans and where are they?** • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the continents and oceans • identify 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 and human features • understand key 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 county	**What are the key physical and human features of the school environment?** • use aerial photos to recognise landmarks and basic human and physical features • use basic geographical vocabulary to refer to key physical and human features • 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

Forest	**Where are the main cities in the UK? What are they called? What are the main geographical features of each city in the UK?** Look at where in the world the UK is. On an enlarged map of the UK, **locate** England. How large is in in comparison to the rest of the UK? How is land used in the UK? **Identify** different land uses e.g. agriculture, national parks, human settlements cities/towns/villages. **Identify** and learn the four capital cities of the UK: London/England Edinburgh/Scotland Cardiff/Wales Belfast/Northern Ireland. **Research** important human (cities, shops, factories) and physical (beaches, mountains, lakes, cliffs) characteristics of each place using maps, photos, atlases and digital computer mapping. Ask: How is the physical Geography similar/different to other countries in the UK? **Explore** how the land use and physical features of two cities	**Where are the countries of Europe? What are their important human and physical features?** • locate the worlds countries using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied **Understand** some of the *physical geographical features* of Europe E.g. Tallest mountain – Mount Elbrus in Russia (also a dormant volcano), The highest and longest mountain ranges – The Alps. River: the two that cross/split Europe – The Danube (which ends at the Black Sea and The Rhine (which ends in the North Sea/Holland) The longest river The Volga in Russia (famous for caviar). SHOW PICTURES ask **opinions** of the children – would you like to visit these places? **Understand** that there are 4 environmental regions in Europe: Western Uplands, North European Plain, Central Uplands, and Alpine Mountains. **Compare** and **contrast** the physical features of two regions e.g. the Alpine mountains (high altitude, tallest mountain/also a volcano - Elbrus) and Central Uplands (lower altitude, heavily wooded, has volcanoes Etna and Vesuvius (in Italy) Study some of the *human geographical features* of Europe (cities, villages, shops, factories) Look at pictures including major landmarks e.g. the Eiffel Tower, the Coliseum, London Bridge etc. Try	**How can human and physical features in Balcombe be recorded on a simple sketch map or plan?** • use maps to describe features studied • use symbols and a key, including the use of ordnance survey maps • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies **Understand** that Fieldwork is the gathering of information about something in a real environment. A Geographer starts with an enquiry question to research, record and analyse in the real environment. The geographer is able to observe first-hand. Briefly discuss the types of fieldwork of Geographers E.g.: Professor Klaus & John Dodds/Greenland – Climate change on the Arctic areas, Dr Rodrigo Hidalgo - wetland habitats/South America, Chile, Dr Helen Benion - China – biodiversity, Dr Amy Donovan/all around the world but currently Japan – active volcanoes and how to prepare for an eruption. Ask **opinions:** if you could go anywhere in the world to carry out research, where would you go and what would you carry out? ***FIELDWORK*** Tools of fieldwork – maps 4 figure and 6 figure grid references Ask: Why do Geographers use maps? They give a better overview of the environment. Share different types of maps:

	differ e.g. London and Northern Ireland. Ask **opinions**: Which city would you prefer to live in and why?	to **identify** which city they are. Ask if ch. have visited these cities and gather their **views/experiences.** Share facts about major landmarks: the Lakhtar Tower , in Russia – tallest building in Europe The Colosseum - Rome/Italy St Basil's Cathedral (Russia) Ask **opinions** about children's views/impressions/experiences of these buildings Allocate more landmarks for ch. to write their own **enquiry** questions and **research** in order to present findings to the class. Learn what the European Union is/does and which countries are members. What is the representative flag, currency, exported goods, imported goods?	 Look at Topographic maps with 4 (and 6 MA pupils) figure grid references. Identify and describe the location of key places/features using the grid references. **Understand** what a sketch map is (a simple drawing of the environment). Mostly drawn from a bird's eye view. Sketch maps include: a frame, title, Key and direction (compass or North indicated). Create own sketch map of a small area of Balcombe by: 1. Going for a walk around Balcombe. Children list buildings/roads/green spaces etc. that they see. 2. Use a satellite image of Balcombe from Google maps back in the classroom for support. **Understand** what a survey is. A survey is a way in which geographers gather information in order to understand the physical or human environment. E.g. a traffic survey/wildlife survey. **Understand** what a questionnaire is. Questions devised to ask people in order to gather information (less reliable since people's opinion not always fact). Create a traffic survey. Write an **enquiry** question deciding what data to collect/record e.g. Number/Type of vehicles that commute through Balcombe. Type of vehicles driven in through the local community. Create a chart to record data. Observe and present **research** findings in a chart, graph and written summary. Share findings with the class.

Spring	**Where is West Sussex? What is it like there? Where are some other counties?** • name and locate counties of the UK • identify human and physical characteristics, key topographical features (including hills, mountains coasts and rivers) and land use patterns • use maps, atlases and digital computer mapping **Locate** the UK on map of the world and then on a map of Europe. **Revise** which countries make up the UK. Use a map to **locate** and **identify** these countries. **Analyse** facts and work out which part of the UK each one belongs to. **Identify and locate** the capital cities of each country. Label maps of the UK Can you **identify**/name any other cities in the UK? Model how to use an atlas to find the name of a city. **Use** atlas to correctly name and locate cities. Can they locate Balcombe? Which way in the UK? Children give compass directions to describe the relative locations of two cities. Define what a county is and **understand** that it is 'smaller area of the UK containing lots of towns and villages. They are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire and public safety, social care, libraries and waste management.'	**What is special about South America and what do they produce for the world?** • 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 • understand geographical similarities and differences through the study of human and physical geography of a region with South America • describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts Describe and **understand** the key aspects of human geography including types of settlement and land use, economic activity including trade links **use** maps, atlases, globes and digital computer mapping to locate countries and describe features studied **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)	**How can a location on a map be pinpointed?** • use the eight points of a compass, four figure grid references, symbols and key (including the use of ordnance survey maps

	How many counties can we think of as a class? Can we name counties in all four countries of the UK? Use map to see how many counties there are. Carry ot mapwork exercise. **Locate** West Sussex on a map of UK/England. Which counties neighbour West Sussex? **Research** through use of atlas and online resources and gather information to complete West Sussex fact file for physical features – rivers, sea, hills. **Research** through use of atlas and online resources and gather information to complete human geography fact file – neighbouring counties, county town, important towns, landmarks, population, **Present** slide show about county using research from previous lessons and further research online.		

Mill		**What is special about North America and what do they produce for the world?** • 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 • understand geographical similarities and differences through the study of human and physical geography of a region with North America • describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts • describe and understand the key aspects of human geography including types of settlement and land use, economic activity including trade links • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • 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)	**How has the way we use land in Balcombe changed over time?** • use four and six figure grid references, symbols and key (including the use of ordnance survey maps) • identify land use patterns and understand how they have changed over time

YEAR B	Autumn	Spring	Summer
Coombe + Lake Y1	**What is a map and what does it look like?** • use simple compass directions (North, South, East and West) and locational	**What is the United Kingdom?** • name, locate and identify characteristics of the four countries	

	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 the school and its grounds and the key human and physical features of its surrounding environment • use basic geographical vocabulary to refer to key physical and human features	and capital cities of the United Kingdom and its surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries • 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 photos to recognise landmarks and basic human and physical features • use basic geographical vocabulary to refer to key physical and human features Use a globe to demonstrate that the world is a sphere. **Understand** that the UK is part of a continent called Europe. Know that there are two islands that make up the UK but The Republic of Ireland is not part of the UK. Using an enlarged (zoomed in) map, **identify** the countries of the UK. Describe the countries of the UK using compass directions: North, South, East and West. E.g. Scotland is north of England etc. **Locate** the surrounding seas. **Understand** the difference between human and physical features. Using photographs, identify at least one human and one physical feature that belongs in each country of the UK. E.g. Scotland – Physical feature: Ben	

		Nevis/Loch Ness and Human feature – Edinburg Castle. Key vocab: world, Europe, Country, United Kingdom, England, Northern Ireland, Scotland, Wales. Human/physical features, capital city, seas/oceans.	

Forest	**What are the world's natural resources? Where in the world are natural resources located? Why is natural resource exploitation concerning?** *Key vocab: natural resources, exhaustible, renewable* **Understand** that natural resources are found in our land and used by humans. Of these: exhaustible resources can run out whereas renewable resources will keep being generated (made/produced). **Find out about** natural resources – what are they? Where are they found? How are they useful to humans? Ask: What do you think makes a natural resource more expensive? (availability/how easy they are to extract/quality/demand) **Research** a natural resource (e.g. fossil fuels – coal or oil or gas, timber, phosphorite (fertiliser), metals (cobalt), water, air etc. Find out where it comes from and what it's used for. Look at a world map. **Locate** where the majority the world's natural resources are found. Display the natural resources around a world map. Children **find** the countries that those resources are (mainly/largely) located. Diamonds – Africa, Gold and Uranium – Australia, Timber – Brazil, Precious metals (Platinum/silver/gold), oil, timber – Canada, Coal, Cobalt – China, Cobalt, coltan, gold, diamond - Democratic Republic of Congo, Coal – India, Oil and	**Where are the world's rivers and why are they important?** • describe and understand key aspects of physical geography, including rivers and the water cycle • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied **Understand** what a river is. Use key vocab: Mouth, source, meander. **Locate** where the world's rivers are using maps. **Find** examples of famous rivers (e.g. The River Nile, The Amazon River, The Volga River) and **research/understand** why they are important, how they are similar and how they differ. **Share/present findings**. **Understand** how rivers shape the land and why rivers are important to people. **Share** experiences about river visits. Use Key text: Once Upon a Raindrop by James Carter plus diagrams and information texts to **understand** how the water cycle is a recycling of water around our planet.	

	gas – Russia, Oil – Saudi Arabia, coal and timber – US, oil and gold - Venezuela Ask: Why are these particular resources found in these areas? (Because of the way that the Earth is formed) **Research** which resources the UK has? What impact does this have? (Financial, distribution etc.) How does resource exploitation cause problems? Understand that these natural resources take millions of years to form and therefore if we mine/use them at a fast rate, there won't be any left. Ask **opinions** of children about their thoughts on resource exploitation. Why is it everyone's responsibility to live sustainably?		

Spring	**What is sustainability and how do we produce energy? How sustainable is my community?** • describe and understand key aspects of human geography, including the distribution of natural resources – energy, food, minerals and water • use maps, atlases and digital computer mapping • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	**Where is Italy? What is it like there?** • Locate the world's countries using maps to focus on Europe concentrating on their 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 • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • describe and understand key aspects of physical geography including biomes • 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)	**What happens when a volcano erupts and earthquakes occur?** • describe and understand key aspects of physical geography, including volcanoes and earthquakes • use maps, atlases, globes and digital computer mapping to locate volcanoes, earthquakes and describe features studied • To understand the effect of volcanoes and earthquakes on the land and know how to protect against earthquakes. **Revise** (from Science learning about Rocks in Autumn Term) the structure of the Earth: core, mantle, inner core, outer core and crust. Understand that the crust (60km deep) contains solid rock (mainly basalt and granite) and is made up of tectonic plates which move around on top of the mantle. The crust contains oceanic crust (see floor which is mainly basalt) and continental crust (land which is mainly granite). **Revise** the 7 continents. Understand that the continental crust is made up of moving plates that shape the earth. **Identify** which plate some of the continents sit on. There are 7 major tectonic plates. **Locate** on a map where active volcanoes occur (The Ring of Fire) on the plate lines. Look on a map where earthquakes occur – also along the tectonic plates. **Revise** from previous lesson where the volcanoes occur in the world. Why the Ring of Fire is called that? **Understand** how volcanoes occur: tectonic plates colliding or when Oceanic plates move away from each other - magma pushing up through a vent, lava flowing out of the crater etc. **LINK** to non-chronological report /explanation writing in English about how volcanoes occur. Understand the terms/differences between: Active Volcano, Dormant Volcano, Shield Volcano and Stratovolcano. Label diagrams of Shield and Stratovolcanoes using labels: magma chamber, solid lava layers, crater, vent, side vent, lava. **Compare** the features of these volcanoes in a table, using subheadings such as: Formation, Height and Type of eruption.

			Understand what an earthquake is and how it is caused. Explain that when tectonic plates move and push against each other, built up pressure is released and causes the ground to shake. Earthquakes can be measured using a Richter Scale 0-9. Over 6 can cause significant damage. Some earthquakes are not noticed by humans. Scientists cannot predict when an earthquake will happen. **Understand** what happens when an earthquake occurs. Learn/**find out** about the 11th March 2011 Tohoku earthquake in Japan (Asia) which measured 9.0 on the Richter Scale and caused a tsunami. Find Japan using maps and identify where the earthquake occurred. What were the repercussions? (Evacuation, damage to infrastructure, deaths). How did the country respond to earthquake? What were the immediate effects and secondary effects on society, economy, and environment? How do cities protect against earthquakes? **Discuss opinions** – Why is it important to put 'harm-reduction' measures in place? E.g. devastation, damage, deaths. Look at measures: reinforce old buildings, build earthquake-proof new buildings,

Mill	**What challenges does a growing population present?** • describe and understand key aspects of human geography, including the distribution of natural resources – energy, food, minerals and water • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied •	**Where is Scandinavia? What is it like there?** • locate the worlds countries using maps to focus on Europe concentrating on their 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 • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • describe and understand key aspects of physical geography including biomes • 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)	**How are mountains formed? Where are mountains located?** • describe and understand key aspects of physical geography, including mountains • use maps, atlases, globes and digital computer mapping to locate countries and describe features studied