



Weston Primary School Geography Curriculum Map 2024-25



<u>Geography Units</u>			
	Autumn	Spring	Summer
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world so wonderful?	What is it like to live by the coast?
Year 3	Are all settlements the same?	Who lives in Antarctica?	Why are rainforests important to us?
Year 4	Why do people live near volcanoes?	Where does our food come from?	What are rivers and how are they used?
Year 5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

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EYFS

Understanding the world- Geography

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
<ul style="list-style-type: none"> *Exploring our new environment *Understanding our locality and landmarks within it *Observing changes in our environment *Recognising and supporting our community through understanding people who help us and harvest. *Houses and homes-recognising differences 	<ul style="list-style-type: none"> *Recognising and observing seasonal changes *Observing the natural world in our immediate environment *Understanding some contrasts in the wider world-identifying 'where' in the world celebrations take place 	<ul style="list-style-type: none"> *Identifying the UK on a map, identifying countries, flags and key customs within the UK *-Around the World- Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. 	<ul style="list-style-type: none"> *Outdoor Adventures Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons. 	<ul style="list-style-type: none"> *Identifying differences within our country-tow and city *Exploring physical features and characteristics of our capital city * Maps Exploring maps through discussion, story-telling, games and creative activity. 	<ul style="list-style-type: none"> *Exploring our wider world-understanding travel, holiday destinations, weather and how we adapt to weather changes *Seaside landscapes and environments-changes over time *Identifying seaside on a map *Planning for new change-visiting a new environment (classroom) and recognising familiar physical features and characteristics within our school

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Year 1

EYFS Prior Knowledge and Skills

EYFS Understanding the World

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.
- 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.

Year 1 Geography Knowledge and Skills

<i>What is it like here?</i>				<i>What is the weather like in the UK?</i>				<i>What is it like to live in Shanghai?</i>			
Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know the name of the country they live in.		Recognising some physical features in their locality. Recognising some human features in their locality.	To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features.	Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that the United Kingdom is made up of four countries and their names.		Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Recognising some physical features in their locality. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that weather conditions can be measured and recorded.	To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map.	To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) To know the name of the country they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	Recognising some physical features in their locality. Recognising some human features in their locality. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.	Using a world map and globe to locate four of the world's seven continents (Europe and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that an aerial photograph is a photograph taken from the air above.

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											<p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know that symbols are often used on maps to represent features.</p>		
<p><u>Key Stage 1 NC requirements.</u> Pupils should be taught to:</p> <p><u>Locational knowledge</u></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><u>Place knowledge</u></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 			<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			<p><u>Geographical skills and fieldwork</u></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 geography of their school and its grounds and the key human and physical features of its surrounding environment. 				

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Year 2

Year 1 Outcomes

What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
<ul style="list-style-type: none"> Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey. 	<ul style="list-style-type: none"> Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season. Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. 	<ul style="list-style-type: none"> Compare Shanghai to their locality. Identify similarities and differences between human and physical features. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features.

Year 2 Geography Knowledge and Skills

<i>Would you prefer to live in a hot or cold place?</i>				<i>Why is our world so wonderful?</i>				<i>What is it like to live by the coast?</i>			
Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
<p>Locating and naming all the world's seven continents on a world map.</p> <p>Locating and naming the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p> <p>Confidently locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p> <p>To be able to name the seven</p>	<p>To know some similarities and differences between their local area and a contrasting non European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p> <p>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p>	<p>To know some key physical features of the UK.</p> <p>To know some key human features of the UK.</p>	<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed</p>	<p>To be able to name the seven continents of the world.</p> <p>To be able to name the five oceans of the world.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p> <p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>		<p>To know some key physical features of the UK.</p> <p>To know some key human features of the UK.</p>	<p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map</p>	<p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>Locating the surrounding seas and oceans of the UK on a map of this area .</p>		<p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p> <p>To know that coasts (and other physical features) change over time.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know some key human features of the UK.</p>	<p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using a map to follow a prepared route.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p>

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<p>continents of the world. To know the four capital cities of the UK.</p>			<p>symbols to make a simple key. Finding a given OS symbol on a map with support. Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>				<p>with support. To know that a tally chart is a way of collecting data quickly. To know that maps need a key to explain what the symbols and colours represent. To know that maps need a title and purpose. Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>				<p>Classifying the features, they notice into human and physical with teacher support.</p>	
<p><u>Key Stage 1 NC requirements.</u> Pupils should be taught to:</p> <p><u>Locational knowledge</u></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><u>Place knowledge</u></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 			<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			<p><u>Geographical skills and fieldwork</u></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 geography of their school and its grounds and the key human and physical features of its surrounding environment. 			

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Year 3

Year 2 Outcomes

<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 	<p style="text-align: center;">Why is our world so wonderful?</p> <ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 	<p style="text-align: center;">What is it like to near the coast?</p> <ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast.
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Year 3 Geography Knowledge and Skills

Are all settlements the same?				Who lives in Antarctica?				Why are all rainforests important to us?			
Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know some types of settlement.	Describing and beginning to explain similarities between two regions studied. Describing how and why humans have responded in different ways to their local environments.	To know the main types of land use. To know the different types of Settlement To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries.	To know that an OS map shows human and physical features as symbols. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know what a bar chart, pictogram and table are and when to use which one best to represent data. To understand that a scale shows how much smaller a map is compared to real life.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of the world with similar climates, vegetation and animals.	Describing and beginning to explain similarities between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones. To know water is used by humans in a	To understand that a scale shows how much smaller a map is compared to real life. To know the eight points of a compass is north, south, east, west, north-east, south-east, north-west, south-west. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant rivers. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes.	Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. Discussing climates and their impact on trade, land use and settlement. Describing how and why humans have responded in different ways to their local environments.	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climates can influence the foods able to grow. To know the threats to the rainforest both on a local and global scale.	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

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				<p>To know the world's biomes.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>		<p>variety of ways.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p>		<p>To know the name of some counties in the UK (local to your school).</p> <p>To know that countries near the Equator have less seasonal change than those near the poles</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p>			<p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>
<p><u>Key Stage 1 NC requirements.</u> Pupils should be taught to:</p> <p><u>Locational knowledge</u></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><u>Place knowledge</u></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 			<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			<p><u>Geographical skills and fieldwork</u></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 geography of their school and its grounds and the key human and physical features of its surrounding environment. 		

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Year 4

Year 3 Outcomes

Are all settlements the same?	Who lives in Antarctica?	Why are all rainforest important to us?
<ul style="list-style-type: none"> • Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area. 	<ul style="list-style-type: none"> • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition • . Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map. • Begin to recall the eight points of a compass, following at least four of them. • Recognise and describe features on their school grounds from an aerial map. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped. 	<ul style="list-style-type: none"> • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area.

Year 4 Geography Knowledge and Skills

<i>Why do people live near volcanoes?</i>				<i>Where does our food come from?</i>				<i>What are rivers and how are they used?</i>			
Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
<p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know the main types of land use.</p>	<p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p> <p>To know ways in which communities respond to earthquakes.</p>	<p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know that an earthquake is the intense shaking of the ground.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>Understanding some of the causes of climate change.</p> <p>Describing how physical features,</p>	<p>To know how to use various simple sampling techniques.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p> <p>Presenting data using plans, freehand sketch maps, annotated</p>	<p>To know where North and South America are on a world map.</p> <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</p> <p>To know that biomes are areas of the world with similar climates,</p>	<p>Describing and beginning to explain similarities and differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing climates and their impact on trade, land use and settlement.</p> <p>Describing and explaining how people who live in a contrasting</p>	<p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know the world's biomes.</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know that climate zones are areas of the world with similar climates.</p>	<p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>To know that grid references help us locate a particular square on a map.</p> <p>Designing a questionnaire/interview to collect qualitative fieldwork data.</p> <p>Making a plan for how they wish to collect data to answer an</p>	<p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know the names of some of the world's most significant rivers.</p> <p>To know the name of some counties and cities in the UK (local to your school).</p> <p>To know the name of the county that they live in and their closest city.</p> <p>To begin to name the twelve</p>	<p>Describing how and why humans have responded in different ways to their local environments.</p>	<p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know a rural place is somewhere near the countryside.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know water is used by humans in a variety of ways.</p> <p>To know the different types of</p>	<p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p> <p>To know a Likert scale is used to record people's feelings and attitudes.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without</p>

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<p>To know some types of settlement.</p>		<p>such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p>	<p>drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding countries and features of countries in an atlas using contents and index.</p>	<p>vegetation and animals. To know vegetation belts are areas of the world which are home to similar plant species. To know that countries near the Equator have less seasonal change than those near the poles. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p>	<p>physical area may have different lives to people in the UK.</p>	<p>To know the world's different climate zones. To know that climates can influence the foods able to grow. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p>	<p>enquiry-based question, with the support of a teacher.</p>	<p>geographical regions of the UK. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Locating some of the world's most significant rivers and identifying any patterns.</p>	<p>settlement. To know the main types of land use. To know the courses and key features of a river. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p>	<p>having to be completely accurate. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know that an OS map shows human and physical features as symbols. To understand that a scale shows how much smaller a map is compared to real life.</p>		
<p><u>Key Stage 1 NC requirements.</u></p> <p>_Pupils should be taught to:</p> <p><u>Locational knowledge</u></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><u>Place knowledge</u></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 			<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			<p><u>Geographical skills and fieldwork</u></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 geography of their school and its grounds and the key human and physical features of its surrounding environment. 			

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Year 5

Year 4 Outcomes		
<p style="text-align: center;">Why do people live near volcanos?</p> <ul style="list-style-type: none"> Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. 	<p style="text-align: center;">Where does our food come from?</p> <ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. 	<p style="text-align: center;">What are rivers and how are they used?</p> <ul style="list-style-type: none"> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

Year 5 Geography Knowledge and Skills

What is life like in the Alps?				Why do oceans matter?				Would you like to live in the desert?			
Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
<p>To know the location of key physical features in countries studied.</p> <p>To know the location of key physical features in countries studied. Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	<p>To know why tourists, visit mountain regions.</p> <p>To know some similarities and differences between the UK and a European mountain region.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Describing and explaining differences and similarities between two environmental regions studied.</p>	<p>To name and describe some of the world's vegetation belts.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects of the six climate zones.</p>	<p>To know how to use a range of data collection methods.</p> <p>To know what a range of data collection methods look like.</p> <p>To be aware of some issues in the local area.</p> <p>Selecting appropriate methods for data collection.</p>	<p>To know the location of key physical features in countries studied.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</p> <p>Identifying significant environmental regions on a map.</p> <p>Locating key human features in countries studied.</p>	<p>Using maps to explore wider global trading routes.</p> <p>Understanding how climates impact on trade, land use and settlement.</p>	<p>To know some negative impacts of humans on the environment.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know why the ocean is important.</p>	<p>To know how to use a range of data collection methods.</p> <p>To know what a range of data Collection methods look like.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>Using GIS (Geographical Information Systems) to plot data sets.</p>	<p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p> <p>To know the location of key physical features in countries studied.</p> <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>Locating the twelve geographical regions of the UK.</p> <p>Understanding how land use has changed over time using examples.</p>	<p>Explaining how humans have used desert environments.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p>	<p>To know some negative impacts of humans on the environment.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know which factors are considered before people build settlements.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.</p>	<p>To know a line graph can represent variables over time.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that contours on a map show height and slope.</p>

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<u>Key Stage 2 NC requirements</u>	<u>Place knowledge</u>	<u>Human and physical geography</u>	<u>Geographical skills and fieldwork.</u>
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate countries 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 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<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.

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Year 6

Year 5 Outcomes

What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
<ul style="list-style-type: none"> Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' 	<ul style="list-style-type: none"> Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart. 	<ul style="list-style-type: none"> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.

Year 6 Geography Knowledge and Skills

<i>Why does our population change?</i>				<i>Where does our energy come from?</i>				<i>Can I carry out an independent fieldwork enquiry?</i>			
Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
<p>To know that London and the South East regions have the largest population in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>Locating counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To know the name of many counties in the UK.</p> <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Identifying key physical and human characteristics of</p>	<p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p>	<p>To know some negative impacts of humans on the environment.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know the global population has grown significantly since the 1950s.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Understanding some of the impacts and causes of climate change.</p>	<p>To know how to use a range of data collection methods.</p> <p>To know what a range of data collection methods look like.</p> <p>To be aware of some issues in the local area.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p>	<p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p> <p>To know the name of many cities in the UK.</p> <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	<p>Using maps to explore wider global trading routes.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Describing and explaining differences and similarities between two environmental regions studied.</p>	<p>To know some negative impacts of humans on the environment.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know that natural resources can be used to make energy.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Understanding some of the impacts and causes of climate change.</p>	<p>To know how to use a range of data collection methods.</p> <p>To know what a range of data collection methods look like.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that contours on a map show height and slope.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p>	<p>To confidently name the twelve geographical regions of the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p>		<p>To know some negative impacts of humans on the environment.</p> <p>To know some positive impacts of humans on the environment.</p> <p>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</p>	<p>To know how to use a range of data collection methods.</p> <p>To know what a range of data collection methods look like.</p> <p>To be aware of some issues in the local area.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that contours on a map show height and slope.</p> <p>Evaluating evidence collected and</p>

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<p>the geographical regions in the UK.</p>											<p>suggesting ways to improve this. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</p>
<p>Key Stage 2 NC requirements 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) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate countries 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 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) 		<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 of the United Kingdom, a region in a European country, and 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: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals 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. 					